# Virginia Department of Education Division of Teacher Education and Licensure Virginia Department of Education P. O. Box 2120 Richmond, Virginia 23218-2120

# **Teacher Evaluation System Training**[For Participants]

Day 3

**Teacher Evaluation Summer Institutes 2012** 

### Virginia Department of Education Teacher Evaluation System Training: Day 3 Participants

| Time          | Topic  | Documents Needed   | Page             |  |  |  |
|---------------|--|--|------------------|--|--|--|
| 8:30 - 8:45   | Questions from Day 2                               |  |                  |  |  |  |
|               |  | Other Measures of Student Academic Progress Slides                         | D3P-4            |  |  |  |
| 8:45 – 10:00  | Making Final<br>Summative Ratings on<br>Standard 7 | Rating on Standard 7: Student<br>Academic Progress Simulations<br>Activity | D3P-8            |  |  |  |
|               |  | Standard 7 Need to Know and Do Activity                                    | D3P-16           |  |  |  |
| 10:00 - 10:15 |  | Break  |                  |  |  |  |
| 10:15 – 10:30 | Making Summative Decisions                         | What's in a Rubric Activity  | D3P-17           |  |  |  |
|               |  | Simulation 2 – High School Slides  | D3P-23           |  |  |  |
| 10:30 – 12:30 | Making Summative Decisions                         | Simulation 2 – High School<br>Documentation                                | D3P-34           |  |  |  |
|               |  | Simulation 2 – Completed<br>Summative Assessment Form                      | SEPARATE<br>FILE |  |  |  |

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# Other Measures of Student Academic Progress

What should we know about how to include other measures of student academic progress?

August 2012

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### Slide 1

# Other Measures of Academic Progress

- Include measures with evidence of validity and reliability that are appropriate (e.g., Measures of Academic Progress)
- Outline measures that are acceptable and objective that the school division will use in providing data for student academic progress and/or achievement



# Standard 7: Student Academic Progress Rating

How do we synthesize multiple measures of student academic progress to rate a teacher on Standard 7: Student Academic Progress?

2



### Slide 3

# Putting it all together: How to Synthesize Multiple Data Sources for a Rating on Standard 7

Teachers for Whom SGP Data Are Neither Available nor Appropriate

- 1. Review data from student achievement goal setting.
- 2. Review data from a second source such as a second goal or other measures of student academic progress.
- Assign a performance level rating based on <u>the</u> <u>preponderance of evidence</u> (using data-informed professional judgment).



3

# Putting it all together: How to Synthesize Multiple Data Sources for a Rating on Standard 7

Teachers for Whom SGP Data Are Available and Appropriate

- Follow the guidelines related to using student growth percentiles in teacher performance evaluation. According to this guidance, a rating may not always be possible to determine due to missing data. However, <u>a range</u> of appropriate ratings can be determined.
- Review data from student achievement goal setting and determine a rating based on decision rules established.
- Review data from student growth percentiles and from student achievement goal setting and make a determination based on the preponderance of evidence (using data-informed professional judgment) as to a final rating on Standard 7: Student Academic Progress.

EDUCATION

### Slide 5

### **Decision Rules for Judging Standard 7**

| Rating on<br>Standard 7<br>(Student<br>Academic<br>Progress) | Exemplary  | Proficient   | Developing/<br>Needs<br>Improvement   | Unacceptable   |
|--|--|--|---|--|
| Student<br>Growth<br>Percentiles**                           | More than 50% of<br>students show high<br>growth and no more<br>than 10% show low<br>growth          | At least 65% of<br>students show<br>moderate to high<br>growth   | No more than 50% of<br>students show low<br>growth  | More than 50% of<br>students show low<br>growth  |
| Student<br>Achievement<br>Goal<br>Setting**                  | Exceed Goal ≥ 50%  Meet Goal ≥ 40%  Did Not Meet Goal < 10%  | Exceed and/or<br>Meet Goal ≥ 80%<br>Did not meet goal < 20%  | Exceed and/or<br>Meet Goal > 50%<br>Did Not Meet Goal =<br>21%- 49%                                     | Exceed and/or<br>Meet Goal ≤ 50%<br>Did Not Meet Goal ≥ 50%  |
| Other<br>Measures  | Other indicators of<br>student achievement/<br>progress indicate<br>exemplary student<br>performance | Other indicators of<br>student<br>achievement/<br>progress indicate on-<br>target student<br>performance | Other indicators of<br>student achievement/<br>progress indicate<br>inconsistent student<br>performance | Other indicators of<br>student achievement/<br>progress indicate<br>overall low student<br>performance |

\*\* SGPs can be considered a relative growth score in that it compares students across the state;

Student Achievement Goal Setting can be considered an absolute measure in that it measures growth against a defined level.

### **Decision Rules for Judging Standard 7**

| Rating on<br>Standard 7<br>(Student<br>Academic<br>Progress) | Exemplary   | Proficient  | Developing/<br>Needs Improvement   | Unacceptable  |
|--|---|---|--|---|
| Student Growth<br>Percentiles**                              | More than 50% of students show high growth and no more than 10% show low growth         | At least 65% of students show moderate to high growth                                   | No more than 50% of students show low growth   | More than 50% of students show low growth   |
| Student<br>Achievement<br>Goal Setting**                     | Exceed Goal ≥ 50%  Meet Goal ≥ 40%  Did Not Meet Goal < 10%                             | Exceed and/or Meet Goal ≥ 80%  Did not meet goal < 20%                                  | Exceed and/or Meet Goal > 50%  Did Not Meet Goal = 21%-49%                                 | Exceed and/or Meet Goal < 50%  Did Not Meet Goal > 50%                                    |
| Other Measures   | Other indicators of student achievement/progress indicate exemplary student performance | Other indicators of student achievement/progress indicate on-target student performance | Other indicators of student achievement/progress indicate inconsistent student performance | Other indicators of student achievement/progress indicate overall low student performance |

<sup>\*\*</sup> SGPs can be considered a relative growth score in that it compares students across the state; Student Achievement Goal Setting can be considered an absolute measure in that it measures growth against a defined level.

# Rating on Standard 7: Student Academic Progress

**Simulations** 

VIRGINIA DEPARTMENT

### **Checklist for Using Student Growth Percentiles in**

### **Teacher Performance Evaluation (Part A)**

Directions: Using data from Example 1 respond to the question in the second column and indicate the appropriate action in the third column.

| Question                                    | Response<br>(Yes/No) | Action                      |
|---|----------------------|-----------------------------|
|   | □ Yes                | Use percentages and pre-    |
| 1. Do 90 percent or more of students taught |                      | defined criteria to make    |
| have SGP data?                              |                      | SGP-based determinations.   |
|   | □ No                 | Continue                    |
| 2. Do more than 50 percent of the students  | □ Yes                | Rating=Unacceptable         |
| taught demonstrate low growth?              | □ No                 | Continue                    |
| 3. Do 50 percent or more students taught    |                      | Exemplary determination is  |
| demonstrate high growth and fewer than      |                      | possible. If more than 10   |
| 10 percent demonstrate low growth?          | ☐ Yes                | percent of students have    |
|   | □ 1 es               | missing data, it may not be |
|   |                      | possible to finalize a      |
|   |                      | determination.              |
|   | □ No                 | Continue                    |
| 4. Add the percentage of students earning   | □ Yes                | Rating=Proficient or Higher |
| moderate or high growth (moderate +         | □ No                 | Continue                    |
| high). Is this total 65 percent or higher?  |                      |                             |

If there are missing data, it may not be possible to make a final determination, and you must consider how missing data impact decisions before finalizing. This is important because missing data represent students for whom growth information is not available. **Do not make assumptions about the students' growth when data are missing—you do not know how much growth these students made**. They may in fact have met criteria for high, moderate, or low growth but insufficient information is available to know which level applies. Use the process of elimination to see if you can reduce the possible ratings that may be made with student growth percentile data. This will be possible in some cases and not possible in others.

### **Checklist for Using Student Growth Percentiles in**

### **Teacher Performance Evaluation (Part B)**

### **Process of Elimination Due to Missing Data**

Directions: Using SGP data from Example 2 continue with the process of elimination. Respond to the questions in the first column by indicating yes or no in the second column. Then, decide on the appropriate action in the third column.

| Process of Elimination   |                      |   |  |  |  |  |
|--|----------------------|---|--|--|--|--|
| Question   | Response<br>(Yes/No) | Action  |  |  |  |  |
| A. If all of the students who have missing data showed high growth, would at least 50 percent of students show high growth?  | □ Yes                | Rating continues to be undetermined, but rating may be Exemplary  |  |  |  |  |
|  | □ No                 | Exemplary rating is not possible. The data support a rating of Proficient or lower  |  |  |  |  |
| B. If all students who have missing data showed moderate growth, would 65 percent or more show moderate or high growth (add percentage of students with moderate growth, | ☐ Yes                | Rating continues to be undetermined, but rating may be in Proficient or higher  |  |  |  |  |
| high growth, and missing data)?  | □ No                 | Data support a rating below<br>Proficient, but it is not clear<br>whether the rating would be<br>Developing/Needs<br>Improvement or<br>Unacceptable |  |  |  |  |
| C. If all students who have missing data showed low growth, would 50 percent or more students demonstrate low growth?  | □ Yes                | Rating is undetermined, but rating may be Needs Improvement or Unacceptable   |  |  |  |  |
|  | □ No                 | The data support a rating above Unacceptable, but the specific rating may not be available.   |  |  |  |  |

Use information above to further narrow rating if possible. Here are two examples:

- ➤ If answers to questions A and C are NO, the data support a rating of <u>either</u> Proficient or Developing/Needs Improvement. The rating would not be Exemplary or Unacceptable.
- ➤ If the answer to questions A and B are NO, and the answer to question C is NO, the rating must be Developing/Needs Improvement, as the other ratings are not possible.

# Rating on Standard 7 Simulations

**Simulation 1 – Fourth-Grade Teacher** 

Simulation 2 – Seventh-Grade Mathematics Teacher

Simulation 3 – Middle School Art Teacher



### Rating Teachers on Standard 7: Student Academic Progress Simulations

### Overview

The Guidelines for Virginia Uniform Performance Standards and Evaluation Criteria for Teachers provide guidance for using measures of academic progress in teacher evaluation. The guidelines **recommend** the following:

- 1. Student learning, as determined by multiple measures of student academic progress, account for a total of 40 percent of the evaluation.
- 2. At least 20 percent of the teacher evaluation (half of the student academic progress measure) is comprised of student growth percentiles as provided from the Virginia Department of Education when the data are available and can be used appropriately.
- 3. Another 20 percent of the teacher evaluation (half of the student academic progress measure) is measured using one or more alternative measure with evidence that the alternative measure is valid. *Note:* Whenever possible, it is recommended that the second progress measure be grounded in validated, quantitative, objective measures, using tools already available in the school division.

In order to rate a teacher on student academic progress, the following performance standard, performance rubric, and decision rules are provided.

### **Performance Standard 7: Student Academic Progress**

The work of the teacher results in acceptable, measurable, and appropriate student academic progress.

| Exemplary*            | <b>Proficient</b> Proficient is the expected level of performance. | Developing/Needs<br>Improvement | Unacceptable            |
|-----------------------|--|---------------------------------|-------------------------|
| In addition to        | The work of the teacher  | The work of the teacher         | The work of the teacher |
| meeting the standard, | results in acceptable,   | results in student              | does not achieve        |
| the work of the       | measurable, and  | academic progress that          | acceptable student      |
| teacher results in a  | appropriate student  | does not meet the               | academic progress.      |
| high level of student | academic progress.   | established standard            |                         |
| achievement with all  |  | and/or is not achieved          |                         |
| populations of        |  | with all populations            |                         |
| learners.             |  | taught by the teacher.          |                         |

### **Intended Audiences**

Administrators and teachers would benefit from participating in these simulations. The simulations can be used with both audiences to discuss and refine how student growth data are used to provide a rating for Standard 7: Student Academic Progress.

Simulation 1 – Fourth-Grade Teacher Rating on Standard 7: Student Academic Progress

| Rating on Standard 7. Student Academic Progress |                              |                                   |                                  |  |  |  |  |
|---|------------------------------|-----------------------------------|----------------------------------|--|--|--|--|
| Teacher Description                             | Student Growth Percentile    | Student Achievement Goal          | Other Measures of Student        |  |  |  |  |
|   | (SGP) Data                   | Setting Attainment Summary        | Progress/ Achievement            |  |  |  |  |
|   |                              |                                   | Other Information*               |  |  |  |  |
| Fourth-grade teacher with the                   | On the English Standards of  | All students demonstrated         | On the fourth grade History      |  |  |  |  |
| responsibility of teaching                      | Learning test, 36 percent of | measurable progress on an         | Standards of Learning test, 36   |  |  |  |  |
| English and social studies on                   | students experienced low     | adequate goal that focused on     | percent scored pass/advanced, 41 |  |  |  |  |
| a two-person fourth-grade                       | growth (<34); 42 percent of  | reading comprehension skills.     | percent scored pass/proficient,  |  |  |  |  |
| team  | students experienced         | Seventy percent of the students   | and 23 percent failed.           |  |  |  |  |
|   | moderate growth (between     | met the goal established at the   |                                  |  |  |  |  |
|   | 35 and 65); 9 percent        | beginning of the year; the other  |                                  |  |  |  |  |
|   | experienced high growth      | 30 percent made progress, but did |                                  |  |  |  |  |
|   | (>65); 13 percent do not     | not reach the learning goal.      |                                  |  |  |  |  |
|   | have SGPs.                   |                                   |                                  |  |  |  |  |
| Level 1 Analysis of Student A                   | Academic Progress Data       |                                   |                                  |  |  |  |  |
| For each data source, use the                   | ☐ Exemplary                  | ☐ Exemplary                       | ☐ Exemplary                      |  |  |  |  |
| rubric for rating Standard 7:                   | ☐ Proficient                 | ☐ Proficient                      | ☐ Proficient                     |  |  |  |  |
| Student Academic Progress.                      | ☐ Developing/ Needs          | ☐ Developing/ Needs               | ☐ Developing/ Needs              |  |  |  |  |
|   | Improvement                  | Improvement                       | Improvement                      |  |  |  |  |
|   | ☐ Unacceptable               | ☐ Unacceptable                    | ☐ Unacceptable                   |  |  |  |  |
|   | Rationale:                   | Rationale:                        | Rationale:                       |  |  |  |  |
|   |                              |                                   |                                  |  |  |  |  |
| Level 2 Analysis of Student A                   | cademic Progress Data        |                                   |                                  |  |  |  |  |
| Based on the ratings                            | ☐ Exemplary                  | Rationale:                        |                                  |  |  |  |  |
| indicated above, indicate a                     | ☐ Proficient                 |                                   |                                  |  |  |  |  |
| summative rating for this                       | ☐ Developing/ Needs          |                                   |                                  |  |  |  |  |
| fourth-grade teacher for                        | Improvement                  |                                   |                                  |  |  |  |  |
| Standard 7: Student                             | ☐ Unacceptable               |                                   |                                  |  |  |  |  |
| Academic Progress.                              |                              |                                   |                                  |  |  |  |  |

<sup>\*</sup> We recommend summary supporting data be attached by the teacher.

### Simulation 2 – Seventh-Grade Mathematics Teacher Rating on Standard 7: Student Academic Progress

| Teacher                 | Student C                       | rowth Percentile (SGP)     | Student Achievement Goal                              | Other Measures of Student  |
|-------------------------|---------------------------------|----------------------------|---|--|
| Description             | Student                         | Data                       | Setting Attainment                                    | Progress/ Achievement  |
| Description             |                                 | Data                       | Summary   | Other Information*   |
| Seventh-grade           | On the Mathematics Standards of |                            | All students demonstrated                             | On quarterly benchmark assessments,                                |
| mathematics teacher     |                                 |                            |   | students typically performed well and                              |
| who teaches five        |                                 | est, 9 percent of students | measurable progress on a                              |  |
|                         | -                               | d low growth (<35).        | rigorous goal that focused on mathematics skills. One | outperformed students in other classes across the school division. |
| classes                 | •                               | ree percent of students    |   |  |
|                         |                                 | d moderate growth          | hundred percent of the students                       | The school instituted a performance                                |
|                         |                                 | 5 and 65) and 48 percent   | met the goal established at the                       | assessment to assess conceptual                                    |
|                         |                                 | experienced high           | beginning of the year and 60                          | understanding in mathematics and 90                                |
|                         |                                 | 65). SGPs are not          | percent of students exceeded                          | percent of the teacher's students                                  |
|                         |                                 | or 20 percent of the       | the goal.   | performed at or above the proficient                               |
|                         | students.                       |                            |   | level.   |
| Level 1 Analysis of S   | tudent Acad                     | lemic Progress Data        |   |  |
| For each data source,   | □ Evenni                        | 0.447.                     | □ Evennlenv   | □ Evremplemy   |
| ,                       | ☐ Exempl                        |                            | ☐ Exemplary   | ☐ Exemplary ☐ Proficient   |
| use the rubric for      |                                 |                            | ☐ Proficient  |  |
| rating on Standard 7:   |                                 | ping/ Needs                | ☐ Developing/ Needs                                   | ☐ Developing/ Needs  |
| Student Academic        | Improv                          |                            | Improvement   | Improvement  |
| Progress.               | ☐ Unacce                        | ptable                     | ☐ Unacceptable  | ☐ Unacceptable   |
|                         | Rationale:                      |                            | Rationale:  | Rationale:   |
| I1 2 A1                 | 4                               | I                          |   |  |
| Level 2 Analysis of S   | tudent Acac                     | iemic Progress Data        |   |  |
| Based on the ratings in | ndicated                        | ☐ Exemplary                | Rationale:  |  |
| <u> </u>                | above, indicate a summative     |                            | Tunionale.  |  |
|                         | rating for this seventh-grade   |                            |   |  |
| teacher for Standard 7  | _                               | ☐ Developing/<br>Needs     |   |  |
| Academic Progress.      | . Student                       | Improvement                |   |  |
| readefine i logicss.    |                                 | ☐ Unacceptable             |   |  |
|                         |                                 |                            |   |  |

<sup>\*</sup> We recommend summary supporting data be attached by the teacher.

### Simulation 3 – Middle School Art Teacher Rating on Standard 7: Student Academic Progress

| <b>Teacher Description</b>    | Student       |             | ent Achievement Goal Setting       | Other Measures of Student Progress/          |
|-------------------------------|---------------|-------------|------------------------------------|--|
| reaction Description          | Growth        | Stude       | Attainment Summary                 | Achievement*                                 |
|                               | Percentile    |             |                                    |  |
|                               | (SGP) Data    |             |                                    |  |
| Middle School Art             | N/A           | The mide    | dle school art teacher focused her | The majority of students (eighty percent) in |
| Teacher teaches three         |               | goal on the | he two classes that she teaches in | the sixth-grade class performed at a         |
| classes of Exploratory        |               | "Sculptu    | re and Crafts." All students       | proficient level in Exploratory Art          |
| Art for sixth-grade and       |               | demonstr    | rated measurable growth on a       | classroom-based assessments given            |
| two classes of an             |               | rigorous    | goal in knowledge and skills       | throughout the year.                         |
| advanced art course           |               | related to  | sculpture and crafts as measured   |  |
| entitled, "Sculpture and      |               | by a perf   | ormance assessment. Eighty         |  |
| Crafts," for seventh- and     |               | percent o   | f students met the goal set at the |  |
| eighth-grade students.        |               | beginning   | g of the year and of those 80      |  |
|                               |               | percent, 2  | 25 percent exceeded the goal.      |  |
| Level 1 Analysis of Studer    | nt Academic P | rogress D   | ata                                |  |
| For each data source,         |               | ☐ Exem      | plary                              | ☐ Exemplary                                  |
| use the rubric for rating     |               | ☐ Profic    | cient                              | ☐ Proficient                                 |
| on Standard 7: Student        |               | ☐ Deve      | loping/ Needs Improvement          | ☐ Developing/ Needs Improvement              |
| Academic Progress.            |               | ☐ Unac      | ceptable                           | ☐ Unacceptable                               |
|                               |               |             |                                    |  |
|                               |               | Rationale   | 2:                                 | Rationale:                                   |
|                               |               |             |                                    |  |
| Level 2 Analysis of Studer    | nt Academic P | rogress D   |                                    |  |
| Based on the ratings above,   | -             | •           | Rationale:                         |  |
| indicate a summative rating   |               |             |                                    |  |
| for this teacher for Standard | l Develo      | ping/       |                                    |  |
| 7: Student Academic           | Needs         |             |                                    |  |
| Progress.                     | Improv        | ement       |                                    |  |
|                               | ☐ Unacce      | ptable      |                                    |  |
|                               |               |             |                                    |  |

<sup>\*</sup> We recommend summary supporting data be attached by the teacher.

**Standard 7: Need to Know and Do Activity** 

|  | Know | Need to<br>Know | Need to Do |
|--|------|-----------------|------------|
| Student<br>Growth<br>Percentiles       |      |                 |            |
| Student<br>Achievement<br>Goal Setting |      |                 |            |
| Other<br>Measures                      |      |                 |            |
| Rating on<br>Standard 7                |      |                 |            |

### What's in a Rubric? Activity

<u>Directions</u>: Working with your group, look carefully at your assigned standard. Address the questions listed below by completing this chart on the chart paper provided. Post your chart. Be prepared to report out.

Complete the Performance Standard 1 together with the facilitator:

Performance Standard 1: Professional Knowledge

| 1 CITOT MARINE D'ARMANTA I : 1 TOTESSIONAI I MOVIEUGE |  |                                 |                         |  |  |  |  |
|---|--|---------------------------------|-------------------------|--|--|--|--|
| Exemplary   | <b>Proficient</b> Proficient is the expected level of performance. | Developing/Needs<br>Improvement | Unacceptable            |  |  |  |  |
| In addition to meeting                                | The teacher  | The teacher                     | The teacher bases       |  |  |  |  |
| the standard, the                                     | demonstrates an  | inconsistently                  | instruction on material |  |  |  |  |
| teacher consistently                                  | understanding of the   | demonstrates                    | that is inaccurate or   |  |  |  |  |
| demonstrates  | curriculum, subject  | understanding of                | out-of-date and/or      |  |  |  |  |
| extensive knowledge                                   | content, and the   | curriculum, content,            | inadequately            |  |  |  |  |
| of the subject matter                                 | developmental needs  | and student                     | addresses the           |  |  |  |  |
| and continually                                       | of students by   | development or lacks            | developmental needs     |  |  |  |  |
| enriches the  | providing relevant   | fluidity in using the           | of students.            |  |  |  |  |
| curriculum.   | learning experiences   | knowledge in                    |                         |  |  |  |  |
|   |  | practice.                       |                         |  |  |  |  |

### What are the differences between the rating levels?

| A rating of                     | Words used to differentiate the ratings include | The words mean or imply |
|---------------------------------|---|-------------------------|
| Exemplary                       |   |                         |
| Proficient                      | This is the expected                            | d level of performance. |
| Developing/Needs<br>Improvement |   |                         |
| Unacceptable                    |   |                         |

- A rating of *exemplary* means:
- A rating of <u>developing/needs improvement</u> means:
- A rating of *unacceptable* means

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**Performance Standard 2: Instructional Planning** 

| Exemplary               | <b>Proficient</b> Proficient is the expected level of performance. | Developing/Needs<br>Improvement | Unacceptable           |
|-------------------------|--|---------------------------------|------------------------|
| In addition to meeting  | The teacher plans  | The teacher                     | The teacher does not   |
| the standard, the       | using the state's  | inconsistently uses the         | plan, or plans without |
| teacher actively seeks  | standards, the   | school's curriculum,            | adequately using the   |
| and uses alternative    | school's curriculum,   | effective strategies,           | school's curriculum,   |
| data and resources      | effective strategies,  | resources, and data in          | effective strategies,  |
| and consistently        | resources, and data to   | planning to meet the            | resources, and data.   |
| differentiates plans to | meet the needs of all  | needs of all students.          |                        |
| meet the needs of all   | students.  |                                 |                        |
| students.               |  |                                 |                        |

| A rating of                     | Words used to differentiate the ratings include | The words mean or imply |
|---------------------------------|---|-------------------------|
| Exemplary                       |   |                         |
| Proficient                      | This is the expected                            | d level of performance. |
| Developing/Needs<br>Improvement |   |                         |
| Unacceptable                    |   |                         |

- A rating of <u>exemplary</u> means:
- A rating of <u>developing/needs improvement</u> means:
- A rating of *unacceptable* means:

**Performance Standard 3: Instructional Delivery** 

| oriormanico Standard et Instructional Denvery |  |                                 |                     |
|---|--|---------------------------------|---------------------|
| Exemplary                                     | <b>Proficient</b> Proficient is the expected level of performance. | Developing/Needs<br>Improvement | Unacceptable        |
| In addition to meeting                        | The teacher  | The teacher                     | The teacher's       |
| the standard, the                             | effectively engages  | inconsistently uses             | instruction         |
| teacher optimizes                             | students in learning   | instructional strategies        | inadequately        |
| students' opportunity                         | by using a variety of  | that meet individual            | addresses students' |
| to learn by engaging                          | instructional strategies   | learning needs.                 | learning needs.     |
| them in higher order                          | in order to meet   |                                 |                     |
| thinking and/or                               | individual learning  |                                 |                     |
| enhanced                                      | needs.   |                                 |                     |
| performance skills.                           |  |                                 |                     |

| A rating of                     | Words used to differentiate the ratings include | The words mean or imply |
|---------------------------------|---|-------------------------|
| Exemplary                       |   |                         |
| Proficient                      | This is the expected                            | d level of performance. |
| Developing/Needs<br>Improvement |   |                         |
| Unacceptable                    |   |                         |

- A rating of *exemplary* means:
- A rating of <u>developing/needs improvement</u> means:
- A rating of *unacceptable* means:

Performance Standard 4: Assessment of/for Learning

| Exemplary              | <b>Proficient</b> Proficient is the expected level of performance. | Developing/Needs<br>Improvement | Unacceptable           |
|------------------------|--|---------------------------------|------------------------|
| In addition to meeting | The teacher  | The teacher uses a              | The teacher uses an    |
| the standard, the      | systematically   | limited selection of            | inadequate variety of  |
| teacher uses a variety | gathers, analyzes, and   | assessment strategies,          | assessment sources,    |
| of informal and        | uses all relevant data   | inconsistently links            | assesses infrequently, |
| formal assessments     | to measure student   | assessment to                   | does not use baseline  |
| based on intended      | academic progress,   | intended learning               | or feedback data to    |
| learning outcomes to   | guide instructional  | outcomes, and/or does           | make instructional     |
| assess student         | content and delivery   | not use assessment to           | decisions and/or does  |
| learning and teaches   | methods, and provide   | plan/modify                     | not report on student  |
| students how to        | timely feedback to   | instruction.                    | academic progress in   |
| monitor their own      | both students and  |                                 | a timely manner.       |
| academic progress.     | parents throughout the   |                                 |                        |
|                        | school year.   |                                 |                        |

| A rating of                     | Words used to differentiate the ratings include | The words mean or imply |
|---------------------------------|---|-------------------------|
| Exemplary                       |   |                         |
| Proficient                      | This is the expected                            | d level of performance. |
| Developing/Needs<br>Improvement |   |                         |
| Unacceptable                    |   |                         |

- A rating of *exemplary* means:
- A rating of <u>developing/needs improvement</u> means:
- A rating of *unacceptable* means:

**Performance Standard 5: Learning Environment** 

| Exemplary   | <b>Proficient</b> Proficient is the expected level of performance.  | Developing/Needs<br>Improvement   | Unacceptable   |
|---|---|---|--|
| In addition to meeting the standard, the teacher creates a dynamic learning environment that maximizes learning opportunities and minimizes disruptions within an environment in which students selfmonitor behavior. | The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning. | The teacher is inconsistent in using resources, routines, and procedures and in providing a respectful, positive, safe, student-centered environment. | The teacher inadequately addresses student behavior, displays a harmful attitude with students, and/or ignores safety standards. |

| A rating of                     | Words used to differentiate the ratings include | The words mean or imply |
|---------------------------------|---|-------------------------|
| Exemplary                       |   |                         |
| Proficient                      | This is the expected                            | d level of performance. |
| Developing/Needs<br>Improvement |   |                         |
| Unacceptable                    |   |                         |

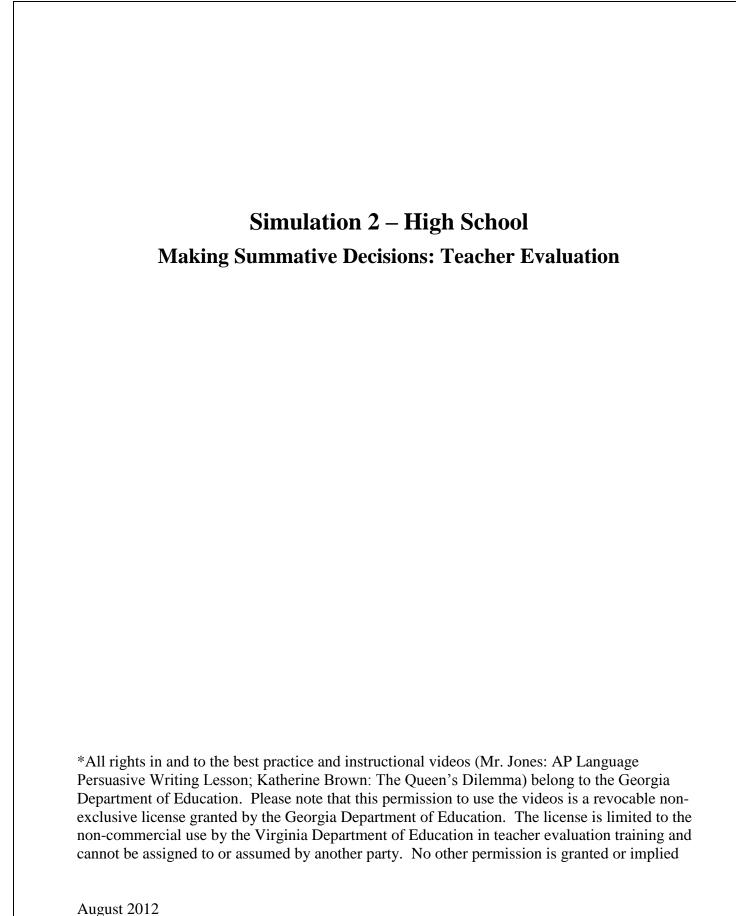
- A rating of <u>exemplary</u> means:
- A rating of <u>developing/needs improvement</u> means:
- A rating of *unacceptable* means:

### **Performance Standard 6: Professionalism**

| Exemplary              | <b>Proficient</b> Proficient is the expected level of performance. | Developing/Needs<br>Improvement | Unacceptable           |
|------------------------|--|---------------------------------|------------------------|
| In addition to meeting | The teacher maintains  | The teacher                     | The teacher            |
| the standard, the      | a commitment to  | inconsistently                  | demonstrates           |
| teacher continually    | professional ethics,   | practices or attends            | inflexibility, a       |
| engages in high level  | communicates   | professional growth             | reluctance and/or      |
| personal/professional  | effectively, and takes   | opportunities with              | disregard toward       |
| growth and             | responsibility for, and  | occasional application          | school policy, and     |
| application of skills, | participates in,   | in the classroom.               | rarely takes advantage |
| and contributes to the | professional growth  |                                 | of professional growth |
| development of others  | that results in  |                                 | opportunities.         |
| and the well-being of  | enhanced student   |                                 |                        |
| the school.            | learning.  |                                 |                        |

| A rating of                     | Words used to differentiate the ratings include | The words mean or imply |
|---------------------------------|---|-------------------------|
| Exemplary                       |   |                         |
| Proficient                      | This is the expected                            | d level of performance. |
| Developing/Needs<br>Improvement |   |                         |
| Unacceptable                    |   |                         |

- A rating of <u>exemplary</u> means:
- A rating of <u>developing/needs improvement</u> means:
- A rating of *unacceptable* means:



# MAKING SUMMATIVE DECISIONS: Teacher Evaluation Evidencing an accurate and comprehensive picture of teaching practice This sample lesson and accompanying documentation are not necessarily meant to exemplify a model lesson endorsed by VDOE. The video and accompanying materials are intended to be used as an opportunity for professional development for evaluators.

### Slide 1

### **Meet Teacher B**

10<sup>th</sup> Grade AP English 11<sup>th</sup> Grade English

Campbell High School



# Document Review and Observation

- Group 1 Standard 1, Standard 2, Standard 5
- Group 2 Standard 3, Standard 4, Standard 6
- Group 3 Standard 1, Standard 2, Standard 5
- Group 4 Standard 3, Standard 4, Standard 6
- All groups rate Standard 7

Teacher Performance Standards are on pages 35-36



### Slide 3

### **Document Review**

| STANDARD                                | EVIDENCE                      |
|---|-------------------------------|
| Standard 1 - Professional Knowledge     | Documentation and Observation |
| Standard 2 - Instructional Planning     | Documentation and Observation |
| Standard 3 - Instructional Delivery     | Observation                   |
| Standard 4 - Assessment of/for Learning | Documentation and Observation |
| Standard 5 - Learning Environment       | Documentation and Observation |
| Standard 6 - Professionalism            | Documentation and Observation |
| Standard 7 - Student Academic Progress  | Documentation                 |
|   |                               |

VIRGINIA DEPARTMENT OF 3 EDUCATION

### **Documentation Review**

| GROUP<br>NUMBER | STANDARDS   | PAGES TO<br>REVIEW                 |
|-----------------|---|------------------------------------|
| 1               | Standard 1, Standard 2,<br>Standard 5, Standard 7 | (1) 40, (2) 41-45,<br>(5) 49-51    |
| 2               | Standard 3, Standard 4,<br>Standard 6, Standard 7 | (3) 46-48, (4) 45<br>(6) 40, 52-54 |
| 3               | Standard 1, Standard 2,<br>Standard 5, Standard 7 | (1) 40, (2) 41-45,<br>(5) 49-51    |
| 4               | Standard 3, Standard 4,<br>Standard 6, Standard 7 | (3) 46-48, (4) 45<br>(6) 40, 52-54 |

Teacher Documentation Log Cover Sheet - pages 37-39

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### Slide 5

### **Simulation – Video Vignette**

Subject: Writing

Topic: Argument Essay

Level: 10th Grade

**General Description:** We will view 27 minutes of a video that profiles a lesson focused on writing an argument essay. There are approximately 20 students in this

AP class.



### **Formal Observation**

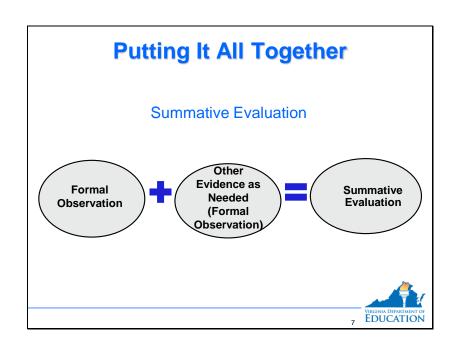
Review your assigned standards (pages 35-36). Watch the video and note evidence individually.

- 1. Consider the evidence from the video.
- 2. Consider the evidence from the documentation.
- 3. Think about how the two forms of evidence inform each of the assigned teacher performance standards.

Blank Observation Form - pages 56-58



Slide 7



### **Devising A Summative Rating**

Documentation Log Cover Sheet – pages 60-62

- 1. Review the additional documentation as it relates to your assigned standards (pages 63-81). Pages 77-81 are used for Standard 7.
- 2. Review the evidence from the additional observation (pages 83-86).
- 3. Use the individual VA Training Rating Form to rate your four assigned standards (page 92).

### **AFTER YOU HAVE DEVISED INDIVIDUAL RATINGS:**

- 4. Discuss all of the evidence with your partners.
- 5. Decide upon a summative rating for each standard and post them on the charts.

Teacher Performance Rubrics - pages 88-91



Slide 9

### **Documentation Review**

Teacher Documentation Log Cover Sheet - pages 60-62

| GROUP<br>NUMBER | STANDARDS   | PAGES TO REVIEW  |
|-----------------|-------------|------------------|
|                 | Standard 1, | (1) 63-68, 74-76 |
| 1 & 3           | Standard 2, | (2) 63-68        |
| . 5. 5          | Standard 5, | (5) 73           |
|                 | Standard 7  | (7) 77-81        |
|                 | Standard 3, | (3) 63-68        |
| 201             | Standard 4, | (4) 69-73        |
| 2 & 4           | Standard 6, | (6) 73-76        |
|                 | Standard 7  | (7) 77-81        |

Additional observation (pages 83-86)

### **Professional Knowledge** Summative Rating - Exemplary

Comments: Teacher B addresses appropriate curriculum, pedagogy, and student developmental needs. During the two lessons I observed, he facilitated student higher level thinking, linked content to both past and future learning, and demonstrated high expectations for all students. One lesson was an authentic problem-based instructional approach which enriched the curriculum and resulted in maximum student engagement. He was a member of the tenth-grade English curriculum committee charged with developing a revised division curriculum to correlate with the revised English SOL. Additionally, he presented a workshop at the division level focused on integrating other contents into the English curriculum using his own classroom videos to support the training. Finally, due to his extensive professional knowledge and collaborative talents, I selected him as the English Department chairperson.



Slide 11

# Instructional Planning Summative Rating - Proficient

Comments: Teacher B's lessons were coherent, sequenced, and aligned with established curriculum and long-term instructional plans. His lesson planning reflected an understanding of students' needs and were tailored to meet them (learning styles choices, presentation choices). Additionally, strategies were planned to enhance critical and creative thinking. More differentiation of content and process would most probably support mastery learning for all students.



# **Instructional Delivery Summative Rating - Proficient**

Comments: During both lesson observations, Teacher B used questions to extend student thinking and understanding rather than providing ready answers. Questions were at various analytical levels and served to help students assess their own understanding and to problem solve. During observation two, he flexibly grouped students based on ability, learning style, or product. Students provided feedback to one another on presentations using a teacher-made rubric. Teacher B fostered critical and creative thinking and allowed for differing views that were supported with evidence. He used many and varied instructional activities/strategies - direct instruction, applying prior knowledge, think-pair-share, identifying Holdenisms, small groups in scenarios, presentations, linking instruction to real life, problem solving/questioning, wait time, and proximity control. One area for growth would be the amount of instructional time used to introduce and explain both lessons. Excessive time was allotted to explanation at the expense of engaging students in the work.

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Slide 13

### Assessment of and for Student Learning Summative Rating - Proficient

Comments: Teacher B used formal and informal assessments for diagnostic, formative, and summative purposes (e.g., used assessment to decide students needed further instruction and practice on writing argument essays, pre- and post-assessment for Rye unit). His grading practices report final mastery in relationship to content goals and objectives (e.g., writing and presentations). His assessments were appropriate for the developmental level of students and, during the second lesson observation, students were responsible for assessing presentations of fellow students.

Virginia Department o

# **Learning Environment Summative Rating - Proficient**

Comments: Teacher B created a learning environment that was supportive, caring, and engaging. During both lesson observations, he established clear expectations; no disruptions occured. I noted engaged students who worked independently and diligently, resulting in maximum time on task. Transitions were transparent with no loss in instructional time. Teacher B conferenced briefly and confidentially with students as necessary offering constructive, pertinent feedback. The classroom was configured to support multiple learning contexts (whole group, small group, and individual instruction), and multiple activities occurred simultaneously, each supported by the classroom layout. This allowed Teacher B to work with small groups who needed extra support with no loss of instruction for others.

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Slide 15

# **Professionalism**Summative Rating - Exemplary

Comments: Teacher B is professional in speech, actions, and demeanor. He communicates effectively with students, parents, and colleagues alike. He is a role model for others, continually participating in professional development, leading an English department, and creating division-level curriculum which will benefit teachers and students alike.



# **Student Academic Progress Summative Rating - Proficient**

Comments: Teacher B's work resulted in appropriate student academic progress in both reading and writing. Teacher B documents and provides evidence of students' progress throughout the year, monitors learning, and makes adjustments to instruction as needed to meet achievement goals.



Slide 17

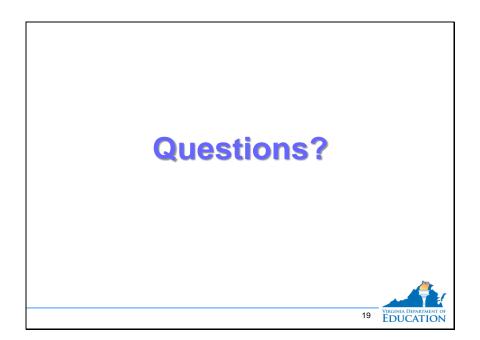
### **Summative Rating**

| Standard                                   | Rating     | Score      |
|--|------------|------------|
| 1 - Professional Knowledge                 | Exemplary  | 4          |
| 2 - Instructional Planning                 | Proficient | 3          |
| 3 - Instructional Delivery                 | Proficient | 3          |
| 4 - Assessment of and for Student Learning | Proficient | 3          |
| 5 - Learning Environment                   | Proficient | 3          |
| 6 - Professionalism                        | Exemplary  | 4          |
| 7 - Student Academic Progress              | Proficient | 3 X 4 = 12 |
|  | Total      | 32         |



# Performance Level Score Range Exemplary 35-40 Proficient 26-34 Developing/Needs Improvement 20-25 Unacceptable 10-19

### Slide 20



### **Making Summative Decisions: Teacher Evaluation**



**Table of Contents** 

| Virginia Teacher Performance Standards and Indicators |  |  |
|---|--|--|
| Documentation 1                                       |  |  |
| Formal Classroom Observation Form 1                   |  |  |
| Documentation 2                                       |  |  |
| Formal Classroom Observation Form 2                   |  |  |
| Virginia Performance Appraisal Rubric                 |  |  |
| Training Rating Form                                  |  |  |
| Summative Assessment Form                             |  |  |
| Virginia Teacher Performance Standards and Indicators |  |  |

### Performance Standard 1: Professional Knowledge

The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

- 1.1 Effectively addresses appropriate curriculum standards.
- 1.2 Integrates key content elements and facilitates students' use of higher level thinking skills in instruction.
- 1.3 Demonstrates an ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications.
- 1.4 Demonstrates an accurate knowledge of the subject matter.
- 1.5 Demonstrates skills relevant to the subject area(s) taught.
- 1.6 Bases instruction on goals that reflect high expectations and an understanding of the subject.
- 1.7 Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group.
- 1.8 Communicates clearly and checks for understanding.

### **Performance Standard 2: Instructional Planning**

The teacher plans using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.

- 2.1 Uses student learning data to guide planning.
- 2.2 Plans time realistically for pacing, content mastery, and transitions.
- 2.3 Plans for differentiated instruction.
- 2.4 Aligns lesson objectives to the school's curriculum and student learning needs.
- 2.5 Develops appropriate long- and short-range plans, and adapts plans when needed

### **Performance Standard 3: Instructional Delivery**

The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.

- 3.1 Engages and maintains students in active learning.
- 3.2 Builds upon students' existing knowledge and skills.
- 3.3 Differentiates instruction to meet the students' needs.
- 3.4 Reinforces learning goals consistently throughout the lesson.
- 3.5 Uses a variety of effective instructional strategies and resources.
- 3.6 Uses instructional technology to enhance student learning.
- 3.7 Communicates clearly and checks for understanding.

### Performance Standard 4: Assessment of and for Student Learning

The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.

- 4.1 Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning.
- 4.2 Involves students in setting learning goals and monitoring their own progress.
- 4.3 Uses a variety of assessment strategies and instruments that are valid and appropriate for the content and for the student population.
- 4.4 Aligns student assessment with established curriculum standards and benchmarks.
- 4.5 Uses assessment tools for both formative and summative purposes, and uses grading practices that report final mastery in relationship to content goals and objectives.

- 4.6 Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students' learning.
- 4.7 Gives constructive and frequent feedback to students on their learning.

### **Performance Standard 5: Learning Environment**

The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

- 5.1 Arranges the classroom to maximize learning while providing a safe environment.
- 5.2 Establishes clear expectations, with student input, for classroom rules and procedures early in the school year, and enforces them consistently and fairly.
- 5.3 Maximizes instructional time and minimizes disruptions.
- 5.4 Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.
- 5.5 Promotes cultural sensitivity.
- 5.6 Respects students' diversity, including language, culture, race, gender, and special needs.
- 5.7 Actively listens and pays attention to students' needs and responses.
- 5.8 Maximizes instructional learning time by working with students individually as well as in small groups or whole groups.

### Performance Standard 6: Professionalism

The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.

- 6.1 Collaborates and communicates effectively within the school community to promote students' well-being and success.
- 6.2 Adheres to federal and state laws, school policies and ethical guidelines.
- 6.3 Incorporates learning from professional growth opportunities into instructional practice.
- 6.4 Sets goals for improvement of knowledge and skills.
- 6.5 Engages in activities outside the classroom intended for school and student enhancement.
- 6.6 Works in a collegial and collaborative manner with administrators, other school personnel, and the community.
- 6.7 Builds positive and professional relationships with parents/guardians through frequent and effective communication concerning students' progress.
- 6.8 Serves as a contributing member of the school's professional learning community through collaboration with teaching colleagues.
- 6.9 Demonstrates consistent mastery of standard oral and written English in all communication.

### **Performance Standard 7: Student Academic Progress**

The work of the teacher results in acceptable, measurable, and appropriate student academic progress.

- 7.1 Sets acceptable, measurable and appropriate achievement goals for student academic progress based on baseline data.
- 7.2 Documents the progress of each student throughout the year.
- 7.3 Provides evidence that achievement goals have been met, including the state-provided growth measure when available as well as other multiple measures of student growth.
- 7.4 Uses available performance outcome data to continually document and communicate student academic progress and develop interim learning targets.

# **Teacher Documentation Log Cover Sheet**

Teacher: Teacher B School Year: 2012-2013

| Teacher I                    |   |   | Denoti Teat. <u>2012-2015</u>  |
|------------------------------|---|---|--|
| Standards                    | Required<br>Item  | Examples of Evidence  | <b>Evidence Included</b>   |
| 1. Professional<br>Knowledge | No evidence is required in the Documentation Log                                | Can include (but not required):  • Transcripts of coursework  • Professional Development certificates  • Annotated list of instructional activities  • Lesson/intervention plan  • Journals/notes that represent reflective thinking and professional growth  • Samples of innovative approaches developed by teacher | Certificate of Completion- "Differentiating<br>Instruction for Advanced Placement Students"                                  |
| 2. Instructional Planning    | Evidence of using data about student learning to guide planning and instruction | Can include:  • Differentiation in lesson planning and practice  • Analysis of classroom assessment  • Data driven curriculum revision work Examples:  - Sample lesson or unit plan  - Course syllabus  - Intervention plan  - Substitute lesson plan  - Annotated learning objectives                                | <ul> <li>Persuasive/Argument Essay Lesson Plan</li> <li>Course Syllabus</li> <li>Analysis of Classroom Assessment</li> </ul> |
| 3. Instructional Delivery    | No evidence is required in the Documentation Log                                | Can include (but not required):  • Annotated photographs of class activities  • Handouts or sample work  • Video/audio samples of instructional units   |  |

| Standards                                 | Required<br>Item   | Examples of Evidence   | Evidence Included   |
|---|--|--|---|
| 4. Assessment of and for Student Learning | Evidence of the use of baseline and periodic assessments | Can include:  Samples of baseline and periodic assessments given  Samples of both formative and summative assessment  Graphs or tables of student results  Records within electronic curriculum mapping tool Examples:  Brief report describing your record keeping system and how it is used to monitor student progress  Copy of scoring rubrics  Photographs or photocopies of student work with written comments  Samples of educational reports, progress reports or letters prepared for parents or students  Copy of disaggregated analysis of student achievement scores on standardized test  Copy of students' journals of self-reflection and self-monitoring | <ul> <li>Analysis of Classroom Assessment</li> <li>Writing Rubric</li> </ul>                |
| 5. Learning<br>Environment                | No evidence is required in the Documentation Log         | Can include (but not required):  • Student survey summary information  • List of classroom rules with brief explanation of the procedures used to develop and reinforce them  • Schedule of daily classroom routines  • Explanation of behavior management philosophy and procedures   | <ul> <li>Reading Survey</li> <li>Classroom Rules</li> <li>Student Survey Summary</li> </ul> |

| Standards                    | Required<br>Item  | Examples of Evidence  | Evidence Included   |
|------------------------------|---|---|---|
| 6. Professionalism           | Evidence of :  Commitment to professional growth  *Parent Communication Log | <ul> <li>Can include:</li> <li>Record of participation in extracurricular activities and events</li> <li>Record of professional development taken or given</li> <li>Examples of collaborative work with peers</li> <li>Evidence of communication with students, families, colleagues and community Examples: <ul> <li>Copy of classroom newsletter or other parent information documents</li> <li>Sample copy of interim reports</li> </ul> </li> </ul> | <ul> <li>Certificate of Completion-"Differentiating Instruction for Advanced Placement Students"</li> <li>Introduction Letter to Parents/Guardians</li> <li>E-mail to Parent</li> <li>Parent Communication Log</li> </ul> |
| 7. Student Academic Progress | *Student<br>Progress Goal<br>Setting Form                                   | Student Achievement Goal Setting Document – Revised at midterm and end of year  |   |

<sup>\*</sup> indicates a required form

**Example** 

Standards 1 and 6

# **Certificate of Completion**

for

# Differentiating Instruction with Advanced Placement Students

Awarded to

Teacher B

on

12 August 2012.

(8 contact hours)

#### Example AP English Lesson Plan Persuasive/Argument Writing

#### Lesson Objectives -

- Create and sustain arguments based on readings, research and/or personal experience;
- Produce expository, analytical and argumentative compositions that introduce a complex central idea and develop it with appropriate evidence drawn from primary and/or secondary sources, cogent explanations and clear transitions;
- Demonstrate understanding and mastery of standard written English as well as stylistic maturity in student writings;
- Move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing and review;
- Write thoughtfully about their process of composition;
- Revise a work to make it suitable for a different audience; and
- Evaluate and incorporate reference documents into researched papers.

#### **Process – 90 minutes**

- Introduction Discuss the importance of persuasive/argument writing. Review
  assessment results and emphasize this as an area of difficulty to drive home the
  importance of proficiency with this particular genre of writing. Tie this writing to the AP
  essay, the SAT essay, and the 11<sup>th</sup> grade SOL Writing Test. (10 minutes)
- 2. Engage students in a discussion about what makes this writing difficult for many students. Students think-pair-share first. Afterwards, solicit their comments through whole group discussion. (10 minutes)
- 3. Discuss the importance of an introduction with this writing to include conciseness and time allotted to this portion of the essay. (5 minutes)
- 4. **Handout** Give each student a handout with different openers for persuasive/argument writing. Discuss the ideas found in the handout. Discuss overall impressions and preferences for use of these openers. (10 minutes)
- 5. **Handout** Use a real prompt from a previous year's AP essay. Read the prompt. Students highlight important points from the reading. Discuss any questions or confusions about the assignment. Query students about agreement or disagreement with

the supposition. Give students time to summarize Postman's position. Discuss their summarizations (15 minutes)

6. Group students in pairs. Each will have a **graphic organizer**: yellow or blue.

Yellow – agree with topic

Blue – disagree with topic

- 7. Students are to devise two reasons they agree or disagree with the topic contention with evidence for their position. They may work with their partner first to discuss the topic and devise ideas. Then they are to write for six minutes about the reasons. (10 minutes)
- 8. Students discuss their reasoning. Work with students in small groups or individually as needed. (10 minutes)
- 9. Students create their introductory paragraphs. They share their paragraphs with the class. (20 minutes)

#### Materials -

Handout – "Ways to Start a Persuasive/Argument Essay"

Handout – AP Essay Prompt

Graphic Organizer - Disagreeing or Agreeing

Pens, pencils, paper, highlighters

#### Assessment -

Formative – questioning throughout the lesson to ensure understanding

Summative – writing to a prompt and grading to the rubric at the completion of this lesson

#### Standard 2

#### **AP English Language Arts Course Syllabus – Tenth Grade**

**Teacher A - Campbell High School** 

**Teacher B - Campbell High School** 

Teacher C - Stockdale High School

Teacher D - Glennon Dale High School

Course Description: This course engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. Focus will be on the interactions among a writer's purpose, audience expectations, and subjects, as well as the way generic conventions and the resources of language contribute to effectiveness in writing. The purpose is to enable students to read complex texts with understanding, to write prose of sufficient richness and complexity to communicate effectively with mature readers, and to understand the rhetoric of visual media such as comic strips, films, advertisements, photographs, and music videos. The richness of American Literature will be explored and discussed in a humanities context and in conjunction with applications of knowledge through discussion, reading, and student writing.

**Process:** Assignments will incorporate higher level and abstract thinking skills. Application of knowledge will be expected, and self-directed, independent study skills will be encouraged. Active participation will be required in Socratic seminars and all class discussions and presentations. Curriculum compacting of basic skills will allow students to expand knowledge rather than spend time in review. Copious note taking and good organization are expected. Grammar and usage will be taught in context and through application.

#### **Grading Procedures**

**Grading Scale** 

A 100-93

B 92-85

C 84-75

D 74-63

F 62 and below

We have a "failure is not an option" policy. All assignments *must be* submitted. It is to each student's benefit to submit work in a timely fashion so that feedback may be received while it is still relevant to the classroom instruction that is occurring. Late assignments are deducted 5 points for not being submitted in a timely manner. This is the only penalty for late work that

affects the actual grading of the assignment. Additionally, students who earn a grade of "F" on an assignment *must* redo/resubmit the assignment within one week of receiving the grade. Students turn in the original as well as the redone assignment to earn ½ credit back on items that were redone. Students who earn other grades have the option of resubmitting work on major assignments (e.g., tests and papers).

#### **Texts:**

*Elements of Literature: Essentials of American Literature, Fifth Course.* New York: Holt, Rinehart and Winston, 2005.

Peterson, Linda H. (ed.). *The Norton Reader: An Anthology of Nonfiction Prose, Shorter 10th edition*, New York: W.W. Norton and Co., 2000.

Trimmer, Joseph F., and Maxine Hairston. *The Riverside Reader, Sixth Edition*. New York: Houghton, Mifflin Company, 1999.

Sebranek, Patrick, Dave Kemper, and Verne Meyer. Writers Inc: A Student Handbook for Writing and Learning. Wilmington, Massachusetts: Write Source, 2001.

Dean, Nancy. *Voice Lessons – Classroom Activities to Teach Diction, Detail, Imagery, Syntax, and Tone.* Gainesville, FL: Maupin House, 2000.

**Applied Practices series** 

#### Persuasive/Argument Essay September Baseline Analysis

|            | Composing | Written Expression | Mechanics/Usage |
|------------|-----------|--------------------|-----------------|
| Student 1  | 2         | 3                  | 3               |
| Student 2  | 2         | 2                  | 3               |
| Student 3  | 3         | 3                  | 3               |
| Student 4  | 3         | 2                  | 3               |
| Student 5  | 3         | 4                  | 4               |
| Student 6  | 2         | 3                  | 2               |
| Student 7  | 3         | 4                  | 4               |
| Student 8  | 2         | 3                  | 2               |
| Student 9  | 3         | 3                  | 3               |
| Student 10 | 3         | 3                  | 3               |
| Student 11 | 2         | 2                  | 3               |
| Student 12 | 2         | 2                  | 2               |
| Student 13 | 3         | 3                  | 2               |
| Student 14 | 3         | 3                  | 3               |
| Student 15 | 4         | 3                  | 4               |
| Student 16 | 2         | 2                  | 3               |
| Student 17 | 2         | 2                  | 3               |
| Student 18 | 2         | 2                  | 3               |
| Student 19 | 3         | 3                  | 3               |
| Student 20 | 4         | 4                  | 4               |

**Composing -** Forty-five percent (9) of the class scored a two on composing. This means that almost half the class will need to work hard on this writing component. I will develop lessons focused on this area. Since only two students have mastered composing, while an additional 45 percent are proficient, this is still an area that can be addressed in a whole class environment.

**Written Expression -** Thirty-five percent (7) of the class scored a two on written expression. I will work with these students in a small group over the course of several class meetings to strengthen this area.

**Mechanics/Usage -** Only 20 percent of students scored a two on mechanics/usage. Clearly this is a class strength. With this in mind, I will work with these four students either in small group or individually to strengthen this component area.

# **Writing Rubric**

| Composing               |                          |                        |                         |
|-------------------------|--------------------------|------------------------|-------------------------|
| 4                       | 3                        | <u>2</u>               | <u>1</u>                |
| The writer              | The writer               | The writer             | The writer              |
| demonstrates            | demonstrates             | demonstrates           | demonstrates little or  |
| consistent, though not  | reasonable, but not      | inconsistent control   | no control of most of   |
| necessarily perfect,    | consistent, control of   | of several features,   | the composing           |
| control of the          | the composing            | indicating significant | domain's features.      |
| composing domain's      | domain's features; the   | weakness in the        | The focus on a central  |
| features. Full          | writer may control       | composing domain.      | idea is lacking, or the |
| elaboration focuses     | some features more       | At this score point,   | piece is so sparse that |
| the central idea both   | than others.             | major digressions      | the presence of a clear |
| at the sentence level   | Purposeful elaboration   | may be present, or     | focus is insufficient   |
| and throughout the      | focuses the central      | ideas compete and no   | for it to earn a higher |
| entire piece by         | idea both at the         | one idea emerges as    | score. Typically, the   |
| providing purposeful    | sentence level and       | central. Even if a     | writing jumps from      |
| examples, anecdotes,    | throughout the entire    | single idea            | point to point, without |
| illustrations, or       | piece of writing.        | dominates, the         | a unifying central      |
| details. Narrative      | However, occasional      | writing may be a list  | idea. No overall        |
| organization is intact; | thinness or unevenness   | of general, under-     | organizational          |
| in other modes, minor   | in elaboration may       | developed statements   | strategy is apparent.   |
| organizational lapses   | occur. Narrative         | or a skeletal plot.    | The writing seems       |
| may occur. In all       | organization is intact.  | Often, little          | haphazard, and          |
| types of writing, a     | Organizational lapses    | elaboration or         | sentences can be        |
| strong organizational   | may occur (in modes      | organization is        | rearranged without      |
| plan is apparent. Any   | other than narration),   | apparent. Although a   | substantially changing  |
| organizational lapses   | but an overall plan is   | contrived closure      | the meaning. Bare       |
| that occur do not sig-  | apparent. Unity is       | may be present,        | statement is the norm,  |
| nificantly detract from | evidenced by the fact    | inconsistent control   | but even in responses   |
| the presentation. Sev-  | that few, if any, minor  | of transitions or the  | that are several pages  |
| eral elements in the    | digressions or shifts in | lack of a logically    | long, no purposeful     |
| writing provide         | point of view occur.     | elaborated central     | elaboration is present. |
| evidence of unity:      | Transitions are, on the  | idea prevent unity     |                         |
| appropriate transi-     | whole, purposefully      | from emerging.         |                         |
| tions, a consistent     | used. An opening and     |                        |                         |
| point of view (e.g.,    | closing, though not      |                        |                         |
| not switching from "I"  | sophisticated, are       |                        |                         |
| to "you"), a lack of    | present.                 |                        |                         |
| digressions, and the    |                          |                        |                         |
| presence of a lead and  |                          |                        |                         |
| closure that is more    |                          |                        |                         |
| than mere repetition    |                          |                        |                         |
| of statements.          |                          |                        |                         |
|                         |                          |                        |                         |

| Written Expression      |                         |                                    |                        |  |  |
|-------------------------|-------------------------|------------------------------------|------------------------|--|--|
| 4                       | 4 3 2 1                 |                                    |                        |  |  |
| The writer              | The writer              | The writer                         | The writer             |  |  |
| demonstrates            | demonstrates            | demonstrates                       | demonstrates little or |  |  |
| consistent, though not  | reasonable, but not     | inconsistent control of            | no control of most of  |  |  |
| necessarily perfect,    | consistent, control of  | several features,                  | the written expression |  |  |
| control of the written  | the written expression  | indicating significant             | domain's features.     |  |  |
| expression domain's     | domain's features; the  | weakness in the                    | Both word choice and   |  |  |
| features. The result is | writer may control      | written expression                 | information are        |  |  |
| a purposefully crafted  | some features more      | domain. Some                       | general, vague, and/or |  |  |
| message that the        | than others. On the     | specificity of word                | repetitive. A lack of  |  |  |
| reader remembers,       | whole, specific word    | choice might exist,                | sentence variety       |  |  |
| primarily because its   | choice and              | but mostly the                     | makes the              |  |  |
| precise information     | information cause the   | message will be                    | presentation           |  |  |
| and vocabulary          | message to be clear;    | crafted with                       | monotonous. The        |  |  |
| resonate as images in   | occasionally, a few     | imprecise, bland                   | existence of several   |  |  |
| the reader's mind.      | examples of vivid or    | language. As a result,             | extremely awkward      |  |  |
| Highly specific word    | purposeful figurative   | the writer's voice                 | constructions may      |  |  |
| choice and              | language may be         | emerges only on                    | further reduce the     |  |  |
| information also        | present. Along with     | occasion, if at all. The           | paper's stylistic      |  |  |
| create tone in the      | instances of            | selection of                       | effect. The writer's   |  |  |
| writing and enhance     | successful control, a   | information may be                 | lack of control of     |  |  |
| the writer's voice.     | few general             | uneven and/or consist              | vocabulary and         |  |  |
| Metaphors, similes,     | statements or vague     | of an attempt to tell              | information prevents   |  |  |
| and other figurative    | words might be          | everything that the                | both tone and voice    |  |  |
| language, if present,   | presented; when they    | writer knows about a               | from emerging.         |  |  |
| are purposeful. The     | are, the tone and voice | topic. A relative lack             |                        |  |  |
| writer repeats or       | of the piece will       | of sentence variety                |                        |  |  |
| varies sentence         | flatten somewhat.       | may make the reading               |                        |  |  |
| construction for effect | Overall, subordination  | monotonous, and                    |                        |  |  |
| and appropriately       | and sentence variety    | awkward                            |                        |  |  |
| subordinates ideas and  | are present, but        | constructions may be               |                        |  |  |
| embeds modifiers on     | occasional awkward      | distracting enough to              |                        |  |  |
| a regular basis,        | constructions or the    | make the writer's                  |                        |  |  |
| resulting in a          | lack of structural      | meaning unclear on                 |                        |  |  |
| rhythmic flow           | complexity may          | occasion. While a few              |                        |  |  |
| throughout the piece.   | diminish the rhythm     | brief rhythmic clusters            |                        |  |  |
|                         | of the paper.           | of sentences may occur, an overall |                        |  |  |
|                         |                         | sense of rhythmic                  |                        |  |  |
|                         |                         | flow is not present.               |                        |  |  |
|                         |                         | now is not prosent.                |                        |  |  |
|                         |                         |                                    |                        |  |  |
|                         |                         |                                    |                        |  |  |
|                         |                         |                                    |                        |  |  |
|                         |                         |                                    |                        |  |  |

|                         | <u>Usage/Mechanics Rubric</u> |                         |                         |  |
|-------------------------|-------------------------------|-------------------------|-------------------------|--|
| <u>4</u>                | <u>3</u>                      | <u>2</u>                | <u>1</u>                |  |
| The writer              | The writer                    | The writer              | The writer              |  |
| demonstrates            | demonstrates                  | demonstrates            | demonstrates little or  |  |
| consistent, though not  | reasonable, but not           | inconsistent control of | no control of most of   |  |
| necessarily perfect,    | consistent, control of        | several features,       | the domain's features   |  |
| control of the          | most of the domain's          | indicating significant  | of usage/mechanics.     |  |
| domain's features of    | features of                   | weakness in the         | Frequent and severe     |  |
| usage/mechanics. The    | usage/mechanics. For          | domain of               | errors distract the     |  |
| writing demonstrates    | the most part, the            | usage/mechanics.        | reader and make the     |  |
| a thorough              | author appropriately          | Evidence of the         | writing very hard to    |  |
| understanding of        | applies the rules of          | author's knowledge of   | understand. Even        |  |
| usage and mechanics.    | capitalization,               | features of this        | when meaning is not     |  |
| The author uses         | punctuation, usage,           | domain appears          | significantly affected, |  |
| capitalization,         | and sentence                  | alongside frequent      | the density and         |  |
| punctuation, usage,     | formation and the             | errors. In terms of     | variety of errors       |  |
| and sentence            | structural principles of      | both usage and          | overwhelm the           |  |
| formation and applies   | spelling expected of          | mechanics, the writer   | performance and keep    |  |
| the structural          | high school students.         | inconsistently applies  | it from meeting         |  |
| principles of spelling. |                               | the rules of            | minimum standards of    |  |
| A few careless errors   |                               | capitalization,         | competence.             |  |
| in usage and            |                               | punctuation, usage,     |                         |  |
| mechanics may be        |                               | spelling, and sentence  |                         |  |
| present. However, the   |                               | formation. The          |                         |  |
| writer's control of the |                               | density of errors       |                         |  |
| domain's many           |                               | across features         |                         |  |
| features is too strong  |                               | outweighs the feature   |                         |  |
| for these mistakes to   |                               | control present in the  |                         |  |
| detract from the        |                               | paper.                  |                         |  |
| performance.            |                               |                         |                         |  |
|                         |                               |                         |                         |  |

# Example Reading Survey Getting To Know Yourself as a Reader

Standard 5

Name: Student A Date: September 15, 2011

1. How long can you read at one sitting? What do you have to do to make it longer?

I love to read. I can spend hours reading and lose myself in a great book.

2. What do you have to do to remember what you read?

If it's pleasure reading, I don't have to do anything. If it's for school, I take notes and make graphic organizers that I use to study with.

- 3. What kind of place can you study in? I need quiet when I'm studying.
- 4. What do you need to do while reading to help yourself make sense of what you read?

If I don't understand something, I will usually reread it. If I don't know a word and can't figure it out by context, I will look it up.

5. If you write while you read, what kinds of written signs do you use to help yourself understand what you read? (Color codes? Stars? Underlining? Arrows?)

I use underlining (highlighting) and then I also use stars if it's really important. I don't color code; it takes away from my conversation.

6. What do you have to do when you are sleepy while you are studying?

I take a break, get up and walk around, or go downstairs for awhile.

7. What kinds of reading are easy for you? What kinds are hard?

Fiction or nonfiction that I'm interested in is easy for me. Science is hard for me because I'm not interested in it.

8. Do you read differently for one subject than another? If so, how is it different?

I have to read much more slowly and carefully in science than in other subjects.

9. What are the best times for you to read?

I like to read after dinner when it's time to do homework. On Sundays, I read in the afternoon if I'm not doing anything else.

10. What else do you know about yourself as a reader?

I am a good reader. I know how to figure out meanings. I enjoy reading for pleasure and English is my favorite subject.

#### Classroom Rules

The boldface rules are posted in my classroom. This sheet with the plain text written explanations is what I provide to students who start in my classroom after the school year begins and I have already gone over the rules.

- 1. *Come to class on time*. Standing outside the door and rushing in after the bell has begun to ring will constitute a tardy. You must be INSIDE the door when it begins ringing to be counted on time.
- 2. *Begin the start up activity after the tardy bell.* Directions will be on the projection screen or the board. Please do not wait for me to remind you to begin since I need to take roll and attend to other duties for the first minute of the period. When I begin class, directions for the start up may be taken down, so don't delay.
- 3. Attend to personal needs before coming to class. I have been instructed not to give passes to lockers and to limit passes, so please do not ask for a pass unless you have a true emergency.
- 4. Bring required materials every day unless you are otherwise directed.
- 5. Follow directions first time given.
- 6. *Use polite speech and body language*. Unkind teasing and impolite behavior is unacceptable.
- 7. Follow the teacher's directions immediately. Mutual respect is beneficial to all.

Teacher's Name: <u>Teacher B</u> School Year: <u>2012-2013</u>

Grade(s) 10 and 11 Subject(s): AP English 10 and English 11

Survey Version Given: ☐ Grades K-2 ☐ Grades 3-5 ☐ Grades 6-8 **X** Grades 9-12

- 1. How many surveys did you distribute? <u>53</u>
- 2. How many completed surveys were returned? 48
- 3. What is the percentage of completed questionnaires you received (#1 divided into #2)?

#### 91 percent

#### Student Satisfaction Analysis

4. Describe your survey population(s) (i.e., list appropriate demographic characteristics such as grade level and subject for students).

I distributed the surveys to 27 AP English 10 students and 26 English 11 students. All 27 AP English students returned the surveys. 21 of 26 English 11 students returned the surveys.

- 5. List factors that might have influenced the results (e.g., survey was conducted as the bell rang for dismissal). None.
- 6. Analyze survey responses and answer the following questions:
  - A) What did students perceive as your major strengths?

Subject knowledge and rapport with students

B) What did students perceive as your major weaknesses?

The workload of assignments given outside of the classroom was noted as too much by several of students in both the classes.

C) How can you use this information for continuous professional growth?

I'd like to further explore this idea and perhaps, offer alternatives to those struggling students.

You may include a copy of the Student Survey Summary in the Learning Environment section of the Documentation Log

# **Campbell High School**

1053 Jones Street, Oneida VA 24626 phone: 804-671-3249 fax: 804-671-9741

Dear Parents and Guardians,

It is with pleasure that I welcome you and your child to AP English Language Arts for the 2012-2013 school year. I hope that it will be a rigorous, challenging, and gratifying experience for your child. I will do all that I can to make it so.

I have had the pleasure of teaching this course for the past five years and have found it most rewarding. Students returning from college tell me that the course prepared them well for their college English/literature courses.

The AP Central Web site is chocked full of information about the course. The URL is: http://apcentral.collegeboard.com/apc/public/repository/ap-english-course-description.pdf Specific information about course contents, objectives, and the AP Exam can be found here. Please take some time to review the site and to download the pamphlet titled "AP English Course Document."

We will be reading, writing, and speaking extensively in this class. Higher-level thinking will be the expectation rather than memorization and regurgitation. The first book of the semester is 1984. You might ask your child about the book; it could lead to interesting discussions. We will use this as a jumping off point for our first literature focus.

Your child will participate in collaborative groupings, group presentations, individual presentations, and various types of writing. He/she will be challenged to read carefully, think deeply, justify positions taken, and to write clearly and convincingly. With this in mind, expect regular AP English homework from your child. Reading will be a nightly occurrence and writing will also be a regular expectation.

Because of the class structure, centered around discussion and collaborative projects, attendance is crucial. When your child is absent, he/she misses important content. In order to receive credit for an AP course, regular attendance is a must.

I look forward to meeting you at Back-to-School Night on Thursday, October 1st. It is at this time that I will go into specifics about grading policies, the curriculum, and my expectations for students. However, if you have questions before then, please ask your child. We have discussed this in class. I am available before and after school for conferences. Please don't hesitate to contact me for an appointment. I can be reached at 804.671.2160. My e-mail address is: teacherb@campbell.k12.school.us.

Sincerely, Teacher B Example E-mail Standard 6

Dear Parent B,

Thank you for your e-mail. I was not aware that Student B was having difficulty with the pace of the class. She hasn't turned in any late assignments, and she participates fully in discussions. I know this is the first time she's taken an advanced placement class. In my experience, that does take some getting used to, but it usually sorts itself out as students figure out how they need to best approach tasks.

I understand from Student B that she is working quite a few hours with her part-time job. She tells me this is a temporary situation - the transition from summer to fall work. That is good news. She will need to spend time daily outside of the class to keep up with the work. Though we do some of our reading in class, the bulk of it is done at home so that we can spend our time applying the knowledge, discussing what's been read, and writing.

It is very early in the year. Why don't we give it a week or two, and if you are still concerned we can meet to discuss options. The three of us can surely figure out how best to tackle this concern. However, I think that Student B's reduced work schedule will be just what she needs to have the time needed for this course.

Again, Parent B, thank you for contacting me. If you would like to meet sooner than my suggestion, don't hesitate to e-mail and we'll set up a time.

Sincerely,

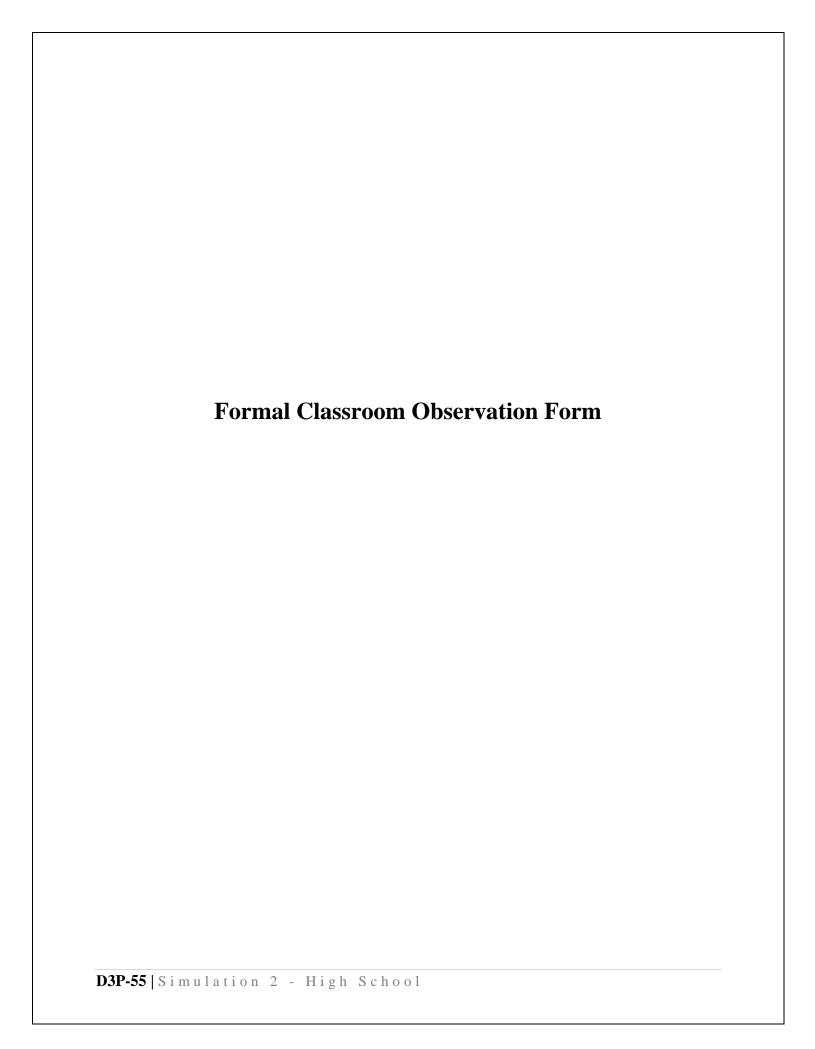
Teacher B

# Example Communication Log Standard 6

Professional's Name: <u>Teacher B/AP English</u> School Year: <u>2012-2013</u>

| <u>Date</u> | Person   | Purpose  | <u>Mode</u>                                     | <u>Notes</u>  |
|-------------|--|--|---|---|
| 8/28-9/1    | Called all AP<br>English parents                           | Introduced myself and told parents to look for syllabus being sent home for signature        | ☐ Conference ☐ E-mail ☐ Note/Letter ☑ Telephone | I left messages with 14 out of 25 phone calls. Talked directly with 11 parents.                 |
| 9/5         | Parents/Guardians of Students                              | Sent syllabus home with expectations – requested parent signature                            | ☐ Conference ☐ E-mail ☐ Note/Letter ☐ Telephone | I have not received some parent/guardian signatures – will follow up in phone calls to parents. |
| 9/10        | Parents /Guardians of Students                             | Contacted five parents about syllabus.   | ☐ Conference ☐ E-mail ☐ Note/Letter ☑ Telephone | Both of us will talk with students to get a signed syllabus returned.                           |
| 9/15        | Parents /Guardians<br>of Students (W, S,<br>and L)         | Contacted four parents to<br>tell them about positive<br>performance (Caught<br>Being Good)  | ☐ Conference ☐ E-mail ☐ Note/Letter ☐ Telephone | Parents were pleased with the calls.  |
| 9/19        | Parents /Guardians<br>of Students (Z, T,<br>Y)             | Contacted three parents to<br>tell them about positive<br>performance (Caught<br>Being Good) | ☐ Conference ☐ E-mail ☐ Note/Letter ☑ Telephone | Parents were pleased with the calls.  |
| 10/1        | Parents /Guardians<br>of Students (E, F,<br>G, H, I, J, K) | Contacted seven parents to<br>tell them about positive<br>performance (Caught<br>Being Good) | ☐ Conference ☐ E-mail ☐ Note/Letter ☐ Telephone | Parents were pleased with the calls.  |
| 10/6        | Parent B (Student<br>B's mom)                              | Sent e-mail to Parent B<br>regarding her concerns<br>about Student B and pacing<br>in class  | ☐ Conference ☑ E-mail ☐ Note/Letter ☐ Telephone | Monitor Student B and pacing. I will report back in a week or two.                              |
| 10/16       | Parents of Student<br>C                                    | Contacted father to discuss<br>Student C's progress in<br>class                              | ☐ Conference ☐ E-mail ☐ Note/Letter ☑ Telephone | Father wants regular updates via e-mail.  |
| 10/20       | Conference with<br>Student D's mother                      | Contacted to discuss<br>Student D's progress in<br>class – low writing scores                | ☐ Conference ☐ E-mail ☐ Note/Letter ☐ Telephone | She was unaware of two missing assignments. She will discuss them with her son.                 |
| 10/27       | Parents/guardians/<br>students                             | Sent a calendar of<br>upcoming events for<br>November  | ☐ Conference ☐ E-mail ☐ Note/Letter ☐ Telephone | Several parents e-mailed their thanks.  |

Abbreviated Communications Log – Rest of log shows similar communications throughout the year.



#### **Formal Classroom Observation Form**

Directions: This form is to be used for probationary teachers and teachers with continuing contract status. Observers should use the form to provide feedback to teachers about the observation.

| Teacher B       | November 14, 202 | 12                                   |
|-----------------|------------------|--------------------------------------|
| Teacher's Name  | Date Observed    | Time                                 |
| Principal A     | The teacher is:  | ☐ Probationary X Continuing Contract |
| Observer's Name |                  | A Continuing Contract                |

#### 1. Professional Knowledge

The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

- Effectively addresses appropriate curriculum standards.
- Integrates key content elements and facilitates students' use of higher level thinking skills in instruction.
- Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications.
- Demonstrates an accurate knowledge of the subject area(s) taught.
- Demonstrates skills relevant to the subject area(s) taught.
- Bases instruction on goals that reflect high expectations and an understanding of the subject.
- Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group.
- Communicates clearly and checks for understanding.

Comments:

#### 2. Instructional Planning

The teacher plans using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.

- Uses student learning data to guide planning.
- Plans time realistically for pacing, content mastery, and transitions.
- Plans for differentiated instruction.

Comments:

- Aligns lesson objectives to the school's curriculum and student learning needs.
- Develops appropriate long- and short-range plans and adapts plans when needed.

#### 3. Instructional Delivery

The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.

- Engages and maintains students in active learning.
- Builds upon students' existing knowledge and skills.
- Differentiates instruction to meet the students' needs.
- Reinforces learning goals consistently throughout lessons.

Comments:

- Uses a variety of effective instructional strategies and resources.
- Uses instructional technology to enhance student learning.
- Communicates clearly and checks for understanding.

#### 4. Assessment of and for Student Learning

The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.

- Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning.
- Involves students in setting learning goals and monitoring their own progress.
- Uses a variety of assessment strategies and instruments that are valid and appropriate for the content and for the student population.
- Aligns student assessment with established curriculum standards and benchmarks.
- Uses assessment tools for both formative and summative purposes and uses grading practices that report final mastery in relationship to content goals and objectives.
- Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students' learning.
- Gives constructive and frequent feedback to students on their learning.

### Comments:

#### 5. Learning Environment

The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

- Arranges the classroom to maximize learning while providing a safe environment.
- Establishes clear expectations, with student input, for classroom rules and procedures early in the school year, and enforces them consistently and fairly.
- Maximizes instructional time and minimizes disruptions.
- Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.

Comments:

- Promotes cultural sensitivity.
- Respects students' diversity, including language, culture, race, gender, and special needs.
- Actively listens and pays attention to students' needs and responses.
- Maximizes instructional learning time by working with students individually as well as in small groups or whole groups.

#### 6. Professionalism

The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.

- Collaborates and communicates effectively within the school community to promote students' wellbeing and success.
- Adheres to federal and state laws, school policies, and ethical guidelines.
- Incorporates learning from professional growth opportunities into instructional practice.
- Sets goals for improvement of knowledge and skills.
- Engages in activities outside the classroom intended for school and student enhancement.

Comments:

Comments:

- Works in a collegial and collaborative manner with administrators, other school personnel, and the community.
- Builds positive and professional relationships with parents/guardians through frequent and effective communication concerning students' progress.
- Serves as a contributing member of the school's professional learning community through collaboration with teaching colleagues.
- Demonstrates consistent mastery of standard oral and written English in all communication.

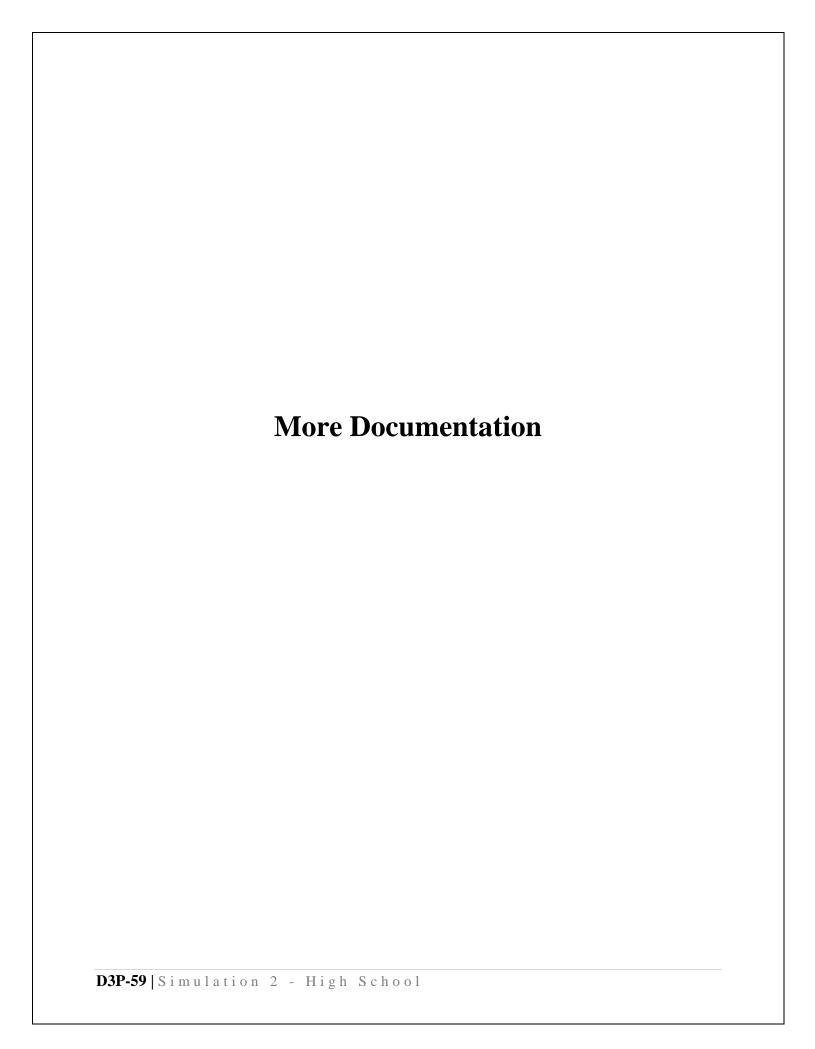
#### 7. Student Academic Progress

The work of the teacher results in acceptable, measurable, and appropriate student academic progress.

- Sets acceptable, measurable, and appropriate achievement goals for student learning progress based on baseline data.
- Documents the progress of each student throughout the year.
- Provides evidence that achievement goals have been met, including the state-provided growth measure when available as well as other measures of academic progress.
- Uses available performance outcome data to continually document and communicate student progress and develop interim learning targets.

| Additional | <b>Comments:</b> |
|------------|------------------|

| Teacher's Name       |      |
|----------------------|------|
| Teacher's Signature  | Date |
| Observer's Name      |      |
| Observer's Signature | Date |



# **Teacher Documentation Log Cover Sheet**

**Teacher:** Teacher B School Year: 2012-2013

| Standards                    | Required<br>Item  | <b>Examples of Evidence</b>   | Evidence Included  |
|------------------------------|---|---|--|
| 1. Professional<br>Knowledge | No evidence is required in the Documentation Log  | Can include (but not required):  Transcripts of coursework  Professional Development certificates  Annotated list of instructional activities  Lesson/intervention plan  Journals/notes that represent reflective thinking and professional growth  Samples of innovative approaches developed by teacher | <ul> <li>Certificate of Completion- "Differentiating Instruction for Advanced Placement Students"</li> <li>Appointed as English Department Chairperson</li> <li>Presented Workshop - "Integrating History into English Instruction"</li> <li>Curriculum Development Committee Member</li> <li>Catcher in the Rye Lesson Plan and Accompanying Documentation</li> </ul> |
| 2. Instructional Planning    | Evidence of<br>using data about<br>student learning<br>to guide planning<br>and instruction | Can include:  Differentiation in lesson planning and practice Analysis of classroom assessment Data driven curriculum revision work Examples: Sample lesson or unit plan Course syllabus Intervention plan Substitute lesson plan Annotated learning objectives   | <ul> <li>Persuasive/Argument Essay Lesson Plan</li> <li>Course Syllabus</li> <li>Analysis of Classroom Assessment</li> <li>Catcher in the Rye Lesson Plan and<br/>Accompanying Documentation</li> </ul>  |
| 3. Instructional Delivery    | No evidence is required in the Documentation Log  | Can include (but not required):  • Annotated photographs of class activities  • Handouts or sample work  • Video/audio samples of instructional units   | Catcher in the Rye Lesson Plan and<br>Accompanying Documentation   |

| Standards                                 | Required<br>Item   | Examples of Evidence   | Evidence Included  |
|---|--|--|--|
| 4. Assessment of and for Student Learning | Evidence of the use of baseline and periodic assessments | Can include:  Samples of baseline and periodic assessments given  Samples of both formative and summative assessment  Graphs or tables of student results  Records within electronic curriculum mapping tool Examples:  Brief report describing your record keeping system and how it is used to monitor student progress  Copy of scoring rubrics  Photographs or photocopies of student work with written comments  Samples of educational reports, progress reports or letters prepared for parents or students  Copy of disaggregated analysis of student achievement scores on standardized test  Copy of students' journals of self-reflection and self-monitoring | Writing Rubric     Analysis of Classroom Assessment     Presentation Evaluation Rubric     Formal Pre- and Post-Test Assessments for The Catcher in the Rye     Bi-Weekly Student Conferencing Sheet |
| 5. Learning                               | No evidence is   | Can include (but not required):  | Reading Survey   |
| Environment                               | required in the  | Student survey summary information   | Classroom Rules  |
|   | Documentation<br>Log                                     | List of classroom rules with brief explanation     of the procedure used to develop and  | Student Survey Summary   |
|   | Log  | of the procedures used to develop and reinforce them   | Bi-Weekly Student Conferencing Sheet   |
|   |  | Schedule of daily classroom routines   |  |
|   |  | Explanation of behavior management   |  |
|   |  | philosophy and procedures  |  |

| Standards                    | Required<br>Item  | <b>Examples of Evidence</b>   | <b>Evidence Included</b>  |
|------------------------------|---|---|---|
| 6. Professionalism           | Evidence of :  Commitment to professional growth  *Parent Communication Log | <ul> <li>Can include:         <ul> <li>Record of participation in extracurricular activities and events</li> <li>Record of professional development taken or given</li> <li>Examples of collaborative work with peers</li> <li>Evidence of communication with students, families, colleagues and community Examples:                 <ul> <li>Copy of classroom newsletter or other parent information documents</li> <li>Sample copy of interim reports</li> </ul> </li> </ul> </li> </ul> | <ul> <li>Certificate of Completion-"Differentiating Instruction for Advanced Placement Students"</li> <li>Introduction Letter to Parents/Guardians</li> <li>E-mail to Parent</li> <li>Parent Communication Log</li> <li>Bi-weekly Student Conferencing Chart</li> <li>Appointed as English Department Chairperson</li> <li>Conducted Workshops, "Integrating Content Areas into English"</li> <li>Curriculum Development Committee Member Letter</li> </ul> |
| 7. Student Academic Progress | *Student<br>Progress Goal<br>Setting Form                                   | Student Achievement Goal Setting Document – Revised at midterm and end of year  | • Student Progress/Achievement Data<br>• Goal Setting for Student Progress Form   |

<sup>\*</sup> indicates a required form

#### **Learning Goals - Students will:**

- 1. Demonstrate awareness of and identify examples of *The Catcher in the Rye* diction used in a parody of the novel titled "Catch Her in the Oatmeal."
- 2. Demonstrate awareness of how parody is created.
- 3. Identify the tone in the parody.
- 4. Identify major themes in the novel.
- 5. Identify the tone of particular passages in the novel.
- 6. Demonstrate understanding of how stylistic elements develop theme and tone.

#### **Essential Questions**

- 1. What literary elements develop a writer's style?
- 2. How do these elements affect the tone and theme?

#### Resources

- Copies of "Catch Her in the Oatmeal" parody
- *The Catcher in the Rye* by J. D. Salinger

#### **Supplies**

- Highlighters
- Task cards and written instructions for main activity
- Poster board
- Computers
- LCD projector and screen
- Markers, pencils, and pens
- Podium
- "Board room" table and chairs

#### **Bell ringer Activity (15 minutes)**

1. Before students arrive, write instructions on the board as follows:

Read the parody "Catch Her in the Oatmeal." Highlight all phrases or terms that are "Holdenisms." Once you have identified the elements of diction creating the parody, determine the tone of the passage. (8 minutes, timer is set)
Think, pair, share with a neighbor. (2 minutes)

We will spend a few minutes discussing the tone of the passage and how the tone is created. (5 minutes)

2. As students come through the door, distribute a copy of the parody to each of them.

#### **Main Activity (75 minutes)**

1. Distribute scenario assignment sheets and task cards to each group. Each student is to sign his/her name on the back of the task card for the role assumed in the committee, and staple the task card to the visual aid created by the group.

Read the scenario assignment aloud to the class as students follow along:

The Catcher in the Rye is one of the most controversial novels of the 20th century. Many argue that it should not be taught to high school students. However, today we are going to approach this assignment from the perspective that the novel has literary worth. The scenario we are working with is this: Several parents have complained to the Instruction Materials Review Committee of the School Division of Greenville County about the inappropriate nature of *The Catcher in the Rye*. Since the committee has a history of looking favorably upon student presentations, you and your friends have decided to speak before the committee advocating the novel's worth in the classroom. Your teacher advises you to provide the committee with evidence of the novel's relevance and to demonstrate your understanding of the literary techniques that contribute to the novel's merit. Your team decides to approach the presentation by identifying a relevant theme and the stylistic elements Salinger employs to develop that theme. The committee allows each speaker only **five minutes** and **one** visual aid (of your choosing). Remember to introduce yourself to the committee before you begin to speak. If you do not use the maximum five minutes, the panel may ask you questions until your allotted time has expired.

Your team has 45 minutes to prepare your arguments. Keys to success include the following:

- Fulfilling your role in the committee as defined by your task card.
- Selecting a relevant theme.
- Demonstrating knowledge of how literary techniques develop theme.
- Effectively using a clear visual aid.
- Effectively presenting remarks with a clear voice and persuasive delivery.

Both you and I will evaluate your contributions as well as others in your group's contributions to this project. Each of the scores is weighted equally. I will distribute a rubric at the conclusion of the lesson for assigning ratings.

#### **Presentations (30 minutes)**

Each group will have the following roles:

- Chair of the committee
- Four committee members
- Speaker to represent the group

Please be ready to ask questions should groups have time left from the five minute limit.

#### **Assessments:**

Formative assessments are ongoing and evidenced through questioning to ascertain understanding

Summative Assessment: Presentation Evaluation Rubric

#### **Example Lesson Plan Artifact**

#### Catch Her in the Oatmeal

If you actually want to hear about it, what I'd better do is warn you right now that you aren't going to believe it. I mean it is a true story and all, but it still sounds sort of phony.

Anyway, my name is Goldi Lox. It's sort of a boring name, but my parents said that when I was born I had this very blond hair and all. Actually, I was born bald; I mean how many babies get born with blond hair? None. I mean I've seen them, and then all the phonies have to come around and tell you he's as cute as a bug's ear. A bug's ear, boy, that really kills me. You ever see a bug's ear? What's cute about a bug's ear? Nothing, that's what.

So, like I was saying, I always seem to be getting into these very stupid situations. Like this time I was telling you about. Anyway, I was walking through the forest and all when I see this very interesting house -- *a house*. No one was home or anything and the door was open, so I walked in. I figured what I'd do, I'd probably horse around until the guys that lived there came home and maybe asked me to stay for dinner or something. Some people think they have to ask you to stay for dinner even if they hate you. Also, I didn't exactly feel like going home and getting asked a lot of lousy questions. I mean that's all I ever seem to do.

Anyway, while I was waiting, I sort of sampled some of this stuff they had on the table that tasted like oatmeal. *Oatmeal*. It would have made you puke. I mean it. Then something spooky started happening. I started getting dizzier. I figured you eat something like lousy oatmeal you can feel better if you just rest for a while, so I sat down. That's when the *chair* breaks in half. No kidding, you start feeling lousy and some stupid *chair* is going to break on you every time. I'm not kidding. Anyway, I finally found this crummy bedroom and I lay down on this very tiny bed. I was really depressed.

I don't know how long I was asleep or anything, but all of a sudden I hear this very strange voice say, "Someone's been sleeping in my sack and there she is!" So I open my eyes and there at the foot of the bed are these three crummy bears. *Bears!* I swear. By that time I was really depressed. There's nothing more depressing than waking up and finding three bears talking about you, I mean.

So I didn't stay around and shoot the breeze with them or anything. If you want to know the truth, I sort of ran out of there like a madman or something. I do that quite a lot when I'm depressed like that.

On the way home, though, I got to figuring. What probably happened is these bears wandered in when they smelled the oatmeal and all. Probably bears *like* oatmeal, I don't know. And the voice I heard when I woke up was probably something I dreamt. So, that's the story.

# **Task Cards for Each Group**

Cut apart and distribute one role, together with its instructions, to each member of the group.

| Illustrator/Creator | Your job is to create the visual aid for the group. However, you cannot create this aid independent of the group discussion. Therefore, you must also be an active participant in the discussion. Remember: visual aids are most effective when they can be read from a distance of 10 feet.         |
|---------------------|--|
| Speaker             | Your job is to speak for the group. You will need to sign up on the board for a speaker's position. You also must take copious notes from the group's discussion and organize your thoughts before you address the committee. Before you come to the podium, be sure to get rid of your chewing gum! |
| Research Analyst    | Your task is to go back to the text and locate specific examples of a literary device used by Salinger to develop the theme of the novel.  |
| Research Analyst    | Your task is to go back to the text and locate specific examples of a literary device used by Salinger to develop the theme of the novel.  |
| Research Analyst    | Your task is to go back to the text and locate specific examples of a literary device used by Salinger to develop the theme of the novel.  |
| Research Analyst    | Your task is to go back to the text and locate specific examples of a literary device used by Salinger to develop the theme of the novel.  |

# Instructional Activities and Strategies for *The Catcher in the Rye* Unit (designed for reading, writing, speaking, and listening)

**Direct Instruction** - Used to introduce the unit and to present information pertinent to the entire class.

**Cooperative Learning** - Used during poster projects. Students decided which writing element to use to justify allowing *The Catcher in the Rye* to be read by high school students.

**Reciprocal Teaching** - Used in small groups while reading the book. We do this once per week. It gives me an opportunity to assess student understanding - summarizing, questioning, clarifying, and predicting.

**Real World Application** - Poster Project and Saturday Night Live parody.

**Independent Writing** - Following discussion, students write about their reactions, thoughts, and ideas regarding the discussion. Students write an essay formatted to AP English requirements incorporating *The Catcher in the Rye* as the evidence base.

**Highlight Holdenisms in Handout titled "Catch Her in the Oatmeal"**- Identify Holdenisms and discuss how his life view affects his interactions with other people.

**Flexible Grouping** - Grouped by ability, learning style, or by allowing students to formulate their own groups (Holdenisms, Poster Project, various discussions in small groups).

**Think-Pair-Share** - Used for a quick dialogue about a topic. It gives everyone a voice.

**Timer** - Used to smooth and quicken transitions between activities, thus maximizing instructional time.

#### Standard 4

#### **Presentation Evaluation Rubrics**

Use the following charts to evaluate individual and group presentations.

#### **Individual Presenters**

Write the appropriate number in the column. Reduce the rating if the presentation does not fit within the time parameters (too long or too short).

- **4 Excellent.** Very proficient presenter who included all elements in each category.
- **3 Good.** Met all criteria in each category with some rated as excellent while others rated as adequate.
- **2 Fair.** Presentation adequate though omitted some of the category elements.
- 1 Needs improvement. Major category elements omitted or of such poor quality that presentation effectiveness was severely diminished.

|              | Name: | Name: | Name: | Name: |  |  |
|--------------|-------|-------|-------|-------|--|--|
| CONTENT      |       |       |       |       |  |  |
| Introduction |       |       |       |       |  |  |
| Main points  |       |       |       |       |  |  |
| Transitions  |       |       |       |       |  |  |
| Knowledge    |       |       |       |       |  |  |
| Conclusion   |       |       |       |       |  |  |
| DELIVERY     |       |       |       |       |  |  |
| Eye contact  |       |       |       |       |  |  |
| Expression   |       |       |       |       |  |  |
| Enthusiasm   |       |       |       |       |  |  |
| Gestures     |       |       |       |       |  |  |
| Use of notes |       |       |       |       |  |  |
| Q & A        |       |       |       |       |  |  |

| Demeanor      |  |  |
|---------------|--|--|
| VISUAL AIDS   |  |  |
| Readable      |  |  |
| Labels        |  |  |
| Visual appeal |  |  |

#### **Group Presentation**

Write the appropriate number in the column. Reduce the rating if the presentation does not fit within the time parameters (too long or too short).

- **4 Excellent.** Very proficient presenter who included all elements in each category.
- **3 Good.** Met all criteria in each category with some rated as excellent while others rated as adequate.
- **2 Fair.** Presentation adequate though omitted some of the category elements.
- 1 Needs improvement. Major category elements omitted or of such poor quality that presentation effectiveness was severely diminished.

|   | <br> | <br> |
|---|------|------|
|   |      |      |
|   |      |      |
| _ |      |      |

|                                    | Excellent | Good | Fair | Needs<br>Improvement |
|------------------------------------|-----------|------|------|----------------------|
| Introduction                       |           |      |      |                      |
| Division of speaking roles         |           |      |      |                      |
| Completeness                       |           |      |      |                      |
| Transitions<br>between<br>speakers |           |      |      |                      |

| Visual aids       |  |  |
|-------------------|--|--|
| Handouts          |  |  |
| Q & A session     |  |  |
| Group cohesion    |  |  |
| Group<br>demeanor |  |  |
| Conclusion        |  |  |

#### Standard 4

#### Formal Pre- and Post-Test Assessments for The Catcher in the Rye Unit

Our focus for this unit of instruction is on parody, book themes, and how stylistic elements help to develop theme and tone. We will be reading *The Catcher in the Rye* as the primary novel for this unit.

In order to build instruction that is appropriate, I need to have an understanding of your knowledge about these three areas/concepts. Therefore, I am administering a pre-test to ascertain this. The pre-test is not graded, it is used to assess your background knowledge and is a way for me to determine where to begin, how detailed to get, and how to structure this unit. Please do your best, but don't be concerned if your knowledge on these topics is limited. My job is to teach these concepts.

#### Pre-test for this unit:

Please answer these questions:

- 1. Writers use style to help them develop theme and tone. Think about books you've read. Choose one as your focus. Identify theme(s), and discuss how the writer's style helped to develop the book's **theme** and **tone**.
- 2. What is **parody**? Define it. Please identify and provide **specific examples** of parody.

#### Post-test for this unit:

At the end of the unit there will be an assessment. It will be two parts. One part will be your presentations. The other will be the final essays you write incorporating your understanding of parody, book themes, and stylistic elements used to develop theme and tone.

## AP English Period 1 Bi-Weekly Student Conferencing Chart

I use this chart to meet with my students on a bi-weekly basis. At the beginning of the year, I schedule the conferences in 10 minute increments. As the year progresses, I let the students sign-up. If I haven't seen a student after one rotation, he/she is required to meet with me.

| Times     | Monday    | Wednesday | Friday    |
|-----------|-----------|-----------|-----------|
| 8:15-8:25 | Student A | Student S | Student L |
| 8:25-35   | Student Z | Student C | Student P |
| 9:00-9:10 | Student B | Student X | Student R |
| 9:10-9:20 | Student Y | Student D | Student E |

Example Standards 1 and 6

## **Campbell High School**

1053 Jones Street, Oneida VA 24628 phone: 804-671-3249 fax: 804-671-9741

January 5, 2013

Teacher B Campbell High School

Dear Teacher B:

It is with great pleasure that I inform you of your selection as Campbell High School English Department Chair. This position requires a person who is able to collaborate routinely and well with others. You have shown yourself to be just such a person.

Your collaborative efforts over the years have served our students, our English Department, and our school well. Your willingness to mentor new teachers every year for the past seven has enabled us to grow English teachers who are content wise and practice deep.

Thank you for being willing to serve in yet another leadership capacity. It is people such as you who make Campbell High School such a rewarding place to work.

Sincerely,

Principal A, Principal Campbell High School

## **Oneida County Public Schools**

## **Office of Professional Development**

7610 Hogan Drive, Oneida, VA 24628 phone: 804-671-3547 fax: 804-671-2713

January 25, 2013

Teacher B Campbell High School

Dear Teacher B:

Let me take this opportunity to express my deep appreciation for your assistance with our Integrating Content Areas into English workshop series. The series of four workshops that you presented over the course of four weeks, "Integrating History into English Instruction, A Natural Fit" was well-received by all who participated in these classes. As a matter of fact, when surveys were compiled, your workshop was rated across the board as one of the best. Congratulations on a job well done.

I think that using video examples of your own lesson integration evidenced the fact that you "walk the talk." This is so important when conducting workshops. Participants need to *see* the ideas that are described, not just *hear* about them. Additionally, providing opportunities to tie their specific English curriculum to logical historical fittings, gave them *take-aways*. You helped them to fill their tool boxes with future solutions. I know they will be implementing many of the practices you use in their own classrooms.

Thanks again for the valuable training. We look forward to working with you again in the future.

Sincerely,

Supervisor B Supervisor Professional Development

cc: Administrator, Campbell High School

### Standards 1 and 6

## **Oneida County Public Schools**

## **Office of Curriculum Development**

7610 Hogan Drive, Oneida, VA 24628 phone: 804-671-3539 fax: 804-671-2713

February 22, 2013

Teacher B Campbell High School

Dear Teacher B:

Please accept my appreciation and thanks for participating on the high school ELA Curriculum Development Committee. Your suggestions and recommendations have helped to develop a curriculum that is both rigorous and comprehensive. The extensive knowledge of content and pedagogical knowledge you routinely demonstrated helped to ensure a product for which we can all be proud.

Giving up precious time is always hard to do in the teaching profession. That you were willing to devote hours of after school time over the course of these several months speaks highly of your dedication to the teaching profession.

Again, my sincere thanks for a job well done.

Sincerely,

Supervisor A Supervisor Curriculum Development

cc: Administrator, Campbell High School

## EXAMPLE Standard 7

## Student Progress/Achievement Data for Teacher B

Teacher B has been teaching for 12 years in the English Department. Five years ago he attended training to become an AP Teacher and has been teaching two sections of AP English since that time. In addition to the two sections of AP English, Teacher B teaches two sections of 11<sup>th</sup> Grade English. Eleventh-grade students take the End-of-Course Reading and Writing Standards of Learning Test. The following data provides some background on past achievement/progress performance for Teacher B's students as well as current year data on student progress/achievement.

## SOL/AP Test Past Achievement History for Teacher B's Students

These data provide contextual past achievement/progress data for Teacher B's students. For summative evaluation decisions, data from the current year should be used to make summative decisions regarding Standard 7 – Student Academic Progress. This information is being provided as part of the simulation in order to provide contextual information.

## **SOL** Reading

The chart below provides the percentage of students who scored pass proficient in reading and the percentage of students who scored pass advanced. Data are provided for Teacher B and for the school.

| Year      | % Pass Proficient |        | % Pass A  | Advanced |
|-----------|-------------------|--------|-----------|----------|
|           | Teacher B         | School | Teacher B | School   |
| 2011 – 12 | 70                | 66     | 23        | 24       |
| 2010 – 11 | 65                | 67     | 24        | 24       |
| 2009 – 10 | 68                | 72     | 20        | 20       |

### **SOL** Writing

The chart below provides the percentage of students who scored pass proficient in writing and the percentage of students who scored pass advanced. Data are provided for Teacher B and for the school.

| Year      | % Pass Proficient |        | % Pass Advanced |        |
|-----------|-------------------|--------|-----------------|--------|
|           | Teacher B         | School | Teacher B       | School |
| 2011 – 12 | 68                | 60     | 17              | 19     |
| 2010 – 11 | 60                | 55     | 22              | 21     |
| 2009 – 10 | 54                | 50     | 18              | 20     |

## **AP Exam Percent Passing**

The following chart shows the percentage of students in Teacher B's classroom who passed the AP English test with a score of "3" or better as compared to the percentage of students across the nation who passed the AP English test with a score of "3" or better.

| Year      | % Passing |        |  |  |
|-----------|-----------|--------|--|--|
|           | Teacher B | Nation |  |  |
| 2011 – 12 | 59        | 58     |  |  |
| 2010 – 11 | 56        | 57     |  |  |
| 2009 – 10 | 50        | 52     |  |  |

### 2012 - 2013 Current Year Student Progress/Achievement Data

1. 2012 – 2013 IStation ISIP Data on Student Overall Reading Progress

Teacher B Summary Data Results of Percentage of Students at Tier 1 (lower risk), Tier 2 (at some risk), and Tier 3 (high risk)

|        | Sept | Nov | Apr | Results      |
|--------|------|-----|-----|--------------|
| Tier 1 | 62   | 75  | 82  | 19% increase |
| Tier 2 | 22   | 15  | 11  | 11% decrease |
| Tier 3 | 18   | 10  | 7   | 11% decrease |

## 2. 2012 – 2013 Progress Monitoring Data for AP English Essay

Teacher B administers essays to monitor student progress on writing AP simulated essays. A student needs to perform at the adequate or effective level to perform well on the AP exam.

Teacher B Summary Data Results of Percentage of Students at Performance Levels

| Performance | Sept | Nov | Apr | Results      |
|-------------|------|-----|-----|--------------|
| Level       |      |     |     |              |
| Effective   | 0    | 3   | 6   | 13% increase |
| Adequate    | 9    | 14  | 28  | 41% increase |
| Inadequate  | 22   | 20  | 8   | 31% decrease |
| Little      | 15   | 0   | 1   | 22% decrease |
| Success     | 13   | 9   | 4   | 22% decrease |

## 3. See 2012 – 2013 Goal Setting Form in Documentation

## **Standard 7**

**School Year: 2012 – 2013** 

## Goal Setting for Student Progress Form VSEE Project 2012 – 2013

Teacher's Name: Teacher B

Evaluator's Name: Administrator Subject/Grade: English/11<sup>th</sup> grade

<u>Directions:</u> This form is a tool to assist teachers in setting a goal that results in measurable learner progress. NOTE: When applicable, learner achievement/progress should be the focus of the goal. Enter

information electronically into the cells (the boxes will expand to fit the text)

## Initial Goal Submission (due by 9/30 to the evaluator)

| I. Setting (Describe the population and special learning circumstances)  | I teach in a large high school with a student enrollment this year of 1,986 students. Sixty-five percent of the students qualify for free and reduced lunch. My goal is focused on my 4 <sup>th</sup> period 11 <sup>th</sup> Grade English class. I have 28 students in the class. Three have a 504 for extra time in writing assignments and four have IEPs for                    |
|--|--|
|  | auditory processing concerns.  |
| II. Content/Subject/Field Area (The area/topic addressed based on learner achievement, data analysis, or observational data) | The area to be addressed is Grade 11 Writing. The pass rate for last year on the EOC Writing Test was 74 percent. This has been the trend over the past two years with pass rates in the low to mid 70s. Over the past two years, the pass rate for students in my classes has been 68 percent and 70 percent.   |
| III. Baseline Data (What is shown by the current data?)  | The English department gives a beginning of the year writing prompt and we score our students' writing according to the Virginia state writing rubric. The data show that over 64 percent of my students score at a 2 or 1 on composition, 68 percent on written expression, and 53 percent on mechanics/usage. No student scored at level 4 for composition and written expression. |

| IV. Goal Statement (Describe what you want learners/program to accomplish)  For the 2012 – 2013 school year, all students will make measurable progress on each of the three areas of the writing rubric. Each student will progress at least one level on the writing rubric in each area.  V. Means for Attaining Goal (Strategies used to accomplish the goal) |                                      |   |       |  |  |  |
|---|--------------------------------------|---|-------|--|--|--|
| Strategy  | Evidence Target Date                 |   |       |  |  |  |
| Attend writing workshop professional development offered by school division   | Certificate of attendance            |   |       | November 12, 2012  |  |  |
| Incorporate writing workshop to include mini-lessons for skill development in composing, expression, and mechanics/usage  | Lesson Plans and sample student work |   | udent | Begin December 1,<br>2012 and continue<br>through the year       |  |  |
| Incorporate peer assessment and self-assessment of writing pieces   |                                      | n Plans, sample stude<br>and feedback forms | ent   | Begin January 9,<br>2013 and continue<br>through the year        |  |  |
| VI. Mid-Year Review (Describe goal progress and other relevant data)  Mid-year review conducted on 1/26/13  Initials: TA (teacher) PA (evaluator)  Based on peer and self-assessments students seem to the criteria used to score the writing prompt. I am had difficulty in motivating students to write.  Data attached   |                                      |   |       | (evaluator)  Ints students seem to grasp ing prompt. I am having |  |  |
| End-of-Year Review  |                                      |   |       |  |  |  |
| Strategies used and data provided demonstra   | te approj                            | priate Student Growth                       | ⊠ Yes | □ No   |  |  |
| Evaluator's Signature   |                                      |   | Date  |  |  |  |
|   |                                      |   |       |  |  |  |

Baseline Data Summary

| Essay Element      | Level 1 | Level 2 | Level 3 | Level 4 |
|--------------------|---------|---------|---------|---------|
| Composing          | 2       | 16      | 10      | 0       |
| Written Expression | 2       | 17      | 9       | 0       |
| Mechanics/Usage    | 2       | 13      | 12      | 1       |

End of Year Data Summary

| Essay Element      | Number of<br>students who<br>remained at<br>the same<br>performance<br>level | Number of<br>students who<br>improved by<br>one<br>performance<br>level |
|--------------------|--|---|
| Composing          | 5  | 23<br>(82%)   |
| Written Expression | 5  | 23<br>(82%)   |
| Mechanics/Usage    | 4  | 24<br>(86%)   |

| Essay Element      | Level 1 | Level 2 | Level 3 | Level 4 |
|--------------------|---------|---------|---------|---------|
| Composing          | 1       | 5       | 11      | 11      |
| Written Expression | 1       | 5       | 12      | 10      |
| Mechanics/Usage    | 1       | 2       | 13      | 12      |

# **Decision Rules for Judging Standard 7**

| Rating on<br>Standard 7<br>(Student<br>Academic<br>Progress) | Exemplary   | Proficient  | Developing/<br>Needs Improvement   | Unacceptable  |
|--|---|---|--|---|
| Student Growth<br>Percentiles**                              | More than 50% of students show high growth and no more than 10% show low growth         | At least 65% of students show moderate to high growth                                   | No more than 50% of students show low growth   | More than 50% of students show low growth   |
| Student<br>Achievement<br>Goal Setting**                     | Exceed Goal ≥ 50%  Meet Goal ≥ 40%  Did Not Meet Goal < 10%                             | Exceed and/or Meet Goal ≥ 80%  Did not meet goal < 20%                                  | Exceed and/or<br>Meet Goal > 50%<br>Did Not Meet Goal = 21%-<br>49%                        | Exceed and/or Meet Goal < 50%  Did Not Meet Goal > 50%                                    |
| Other Measures   | Other indicators of student achievement/progress indicate exemplary student performance | Other indicators of student achievement/progress indicate on-target student performance | Other indicators of student achievement/progress indicate inconsistent student performance | Other indicators of student achievement/progress indicate overall low student performance |

<sup>\*\*</sup> SGPs can be considered a relative growth score in that it compares students across the state; Student Achievement Goal Setting can be considered an absolute measure in that it measures growth against a defined level.

### **Formal Classroom Observation Form**

Directions: This form is to be used for probationary teachers and teachers with continuing contract status. Observers should use the form to provide feedback to teachers about the observation.

| March 20, 2013  |                                      |
|-----------------|--------------------------------------|
| Date Observed   | Time                                 |
| The teacher is: | ☐ Probationary ☑ Continuing Contract |
|                 | Date Observed                        |

## 1. Professional Knowledge

The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

- Effectively addresses appropriate curriculum standards.
- Integrates key content elements and facilitates students' use of higher level thinking skills in instruction
- Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications.
- Demonstrates an accurate knowledge of the subject area(s) taught.
- Demonstrates skills relevant to the subject area(s) taught.
- Bases instruction on goals that reflect high expectations and an understanding of the subject.
- Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group.
- Communicates clearly and checks for understanding.

#### Comments:

- Very knowledgeable of subject matter taught.
- Goals reflect high expectations for students.
- Clear communication and checks for understanding.
- This lesson demonstrates an enriched curriculum (applying knowledge to authentic problem).
- Understands age group and makes learning interesting to them.

#### 2. Instructional Planning

The teacher plans using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.

- Uses student learning data to guide planning.
- Plans time realistically for pacing, content mastery, and transitions.
- Plans for differentiated instruction.

- Aligns lesson objectives to the school's curriculum and student learning needs.
- Develops appropriate long- and short-range plans and adapts plans when needed.

- Lesson is coherent, sequenced, and aligned to curriculum standards (read lesson plan on teacher desk and spoke briefly to him).
- Goals reflect high expectations (cooperatively formulate arguments for committee, prepare arguments for retaining book in curriculum, present to committee)
- Lesson required deep, critical, and creative thinking and understanding of concepts.
- Lesson is paced appropriately.
- Limited differentiation (product differentiation) how about other books considered?

#### 3. Instructional Delivery

The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.

- Engages and maintains students in active learning.
- Builds upon students' existing knowledge and skills.
- Differentiates instruction to meet the students' needs.
- Reinforces learning goals consistently throughout lessons.
- Uses a variety of effective instructional strategies and resources.
- Uses instructional technology to enhance student learning.
- Communicates clearly and checks for understanding.

#### Comments:

- Facilitated students' use of higher-level thinking skills in instruction (questioning techniques were exceptional and focused on analysis, synthesis, and creation of new ideas).
- Students provided feedback to each other.
- Challenged students to think critically and justify thinking with evidence from learning.
- Explained directions, concepts, and lesson content to students in a logical, sequential, and age-appropriate manner and checked for understanding too much time taken.
- Worked with one group struggling to formulate plans (helped them to clarify and deepen their understanding).
- Brisk but appropriate pacing in which students were actively engaged.
- Created authentic learning environment with real-world application.
- Excessive amount of time devoted to explanation at the beginning of the class loss of time for student work.

## 4. Assessment of and for Student Learning

The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.

- Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning.
- Involves students in setting learning goals and monitoring their own progress.
- Uses a variety of assessment strategies and instruments that are valid and appropriate for the content and for the student population.
- Aligns student assessment with established curriculum standards and benchmarks.
- Uses assessment tools for both formative and summative purposes and uses grading practices that report final mastery in relationship to content goals and objectives.
- Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students' learning.
- Gives constructive and frequent feedback to students on their learning.

- Provided feedback to students on progress.
- Used presentation rubric (both teacher and student completed) and writing rubric (summative assessment).
- Used formal pre-assessment to build lesson (not differentiated, however), and formal post-assessment to assess learning (presentation and writing piece).
- Use of formative assessment to vary instruction or pacing not evidenced.

#### 5. Learning Environment

The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

- Arranges the classroom to maximize learning while providing a safe environment.
- Establishes clear expectations, with student input, for classroom rules and procedures early in the school year, and enforces them consistently and fairly.
- Maximizes instructional time and minimizes disruptions.
- Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.

- Promotes cultural sensitivity.
- Respects students' diversity, including language, culture, race, gender, and special needs.
- Actively listens and pays attention to students' needs and responses.
- Maximizes instructional learning time by working with students individually as well as in small groups or whole groups.

#### Comments:

- Conferenced briefly and confidentially with a student and offered constructive, pertinent feedback assisted with understanding.
- Classroom configured to support multiple learning contexts (whole group, small group, and individual instruction).
- Multiple activities occurred simultaneously and each was supported by classroom layout.
- Worked with a small group who needed extra support.
- Expectations were clear, students worked independently and diligently.
- Has an excellent rapport with students that is relaxed, caring, and respectful. He listens to students, considers his responses thoughtfully, and responds clearly and positively.
- Students work well with and support each other.

#### 6. Professionalism

The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.

- Collaborates and communicates effectively within the school community to promote students' wellbeing and success.
- Adheres to federal and state laws, school policies, and ethical guidelines.
- Incorporates learning from professional growth opportunities into instructional practice.
- Sets goals for improvement of knowledge and skills.
- Engages in activities outside the classroom intended for school and student enhancement.

- Works in a collegial and collaborative manner with administrators, other school personnel, and the community.
- Builds positive and professional relationships with parents/guardians through frequent and effective communication concerning students' progress.
- Serves as a contributing member of the school's professional learning community through collaboration with teaching colleagues.
- Demonstrates consistent mastery of standard oral and written English in all communication.

- Professional in dress, speech, and manner with students and adults alike.
- Positive role model for all (English Department chair, leads workshops, participates on curriculum redesign committee).
- Collegial and collaborative (noted in English Department chair assignment letter).
- Participates in professional development (Differentiation PD).

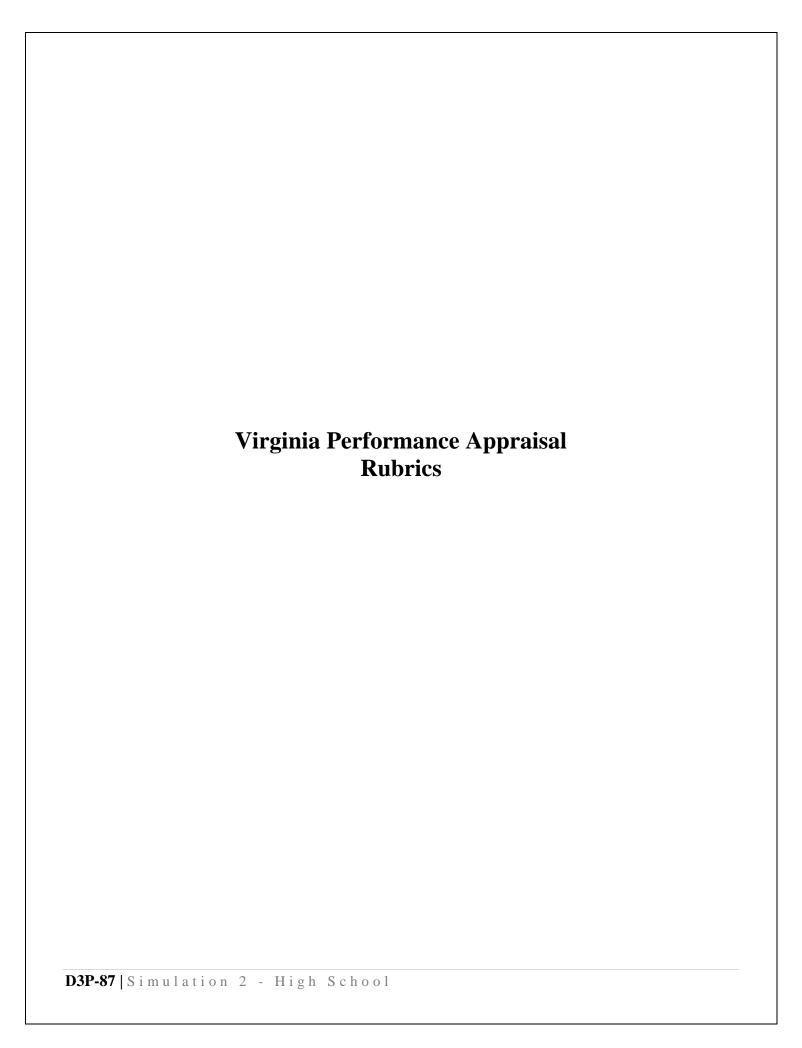
| 7. | Student | <b>Academic</b> | <b>Progress</b> |
|----|---------|-----------------|-----------------|
|----|---------|-----------------|-----------------|

The work of the teacher results in acceptable, measurable, and appropriate student academic progress.

- Sets acceptable, measurable, and appropriate achievement goals for student learning progress based on baseline data.
- Documents the progress of each student throughout the year.
- Provides evidence that achievement goals have been met, including the state-provided growth measure when available as well as other measures of academic progress.
- Uses available performance outcome data to continually document and communicate student progress and develop interim learning targets.

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| Teacher's Name       |      | _ |
|----------------------|------|---|
| Teacher's Signature  | Date |   |
| Observer's Name      |      |   |
| Observer's Signature | Date |   |



### Performance Standard 1: Professional Knowledge

The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

| Exemplary*               | <b>Proficient</b> Proficient is the expected level of performance. | Developing/Needs<br>Improvement | Unacceptable            |
|--------------------------|--|---------------------------------|-------------------------|
| In addition to meeting   | The teacher  | The teacher                     | The teacher bases       |
| the standard, the        | demonstrates an  | inconsistently                  | instruction on material |
| teacher consistently     | understanding of the   | demonstrates                    | that is inaccurate or   |
| demonstrates extensive   | curriculum, subject  | understanding of the            | out-of-date and/or      |
| knowledge of the         | content, and the   | curriculum, content,            | inadequately addresses  |
| subject matter and       | developmental needs  | and student                     | the developmental       |
| continually enriches the | of students by   | development or lacks            | needs of students.      |
| curriculum.              | providing relevant   | fluidity in using the           |                         |
|                          | learning experiences.  | knowledge in practice.          |                         |

<sup>\*</sup>Teachers who are exemplary often serve as role models and/or teacher leaders.

## **Performance Standard 2: Instructional Planning**

The teacher plans using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.

| Exemplary*              | <b>Proficient</b> Proficient is the expected level of performance. | Developing/Needs<br>Improvement | Unacceptable           |
|-------------------------|--|---------------------------------|------------------------|
| In addition to meeting  | The teacher plans  | The teacher                     | The teacher does not   |
| the standard, the       | using the Virginia   | inconsistently uses the         | plan, or plans without |
| teacher actively seeks  | Standards of   | school's curriculum,            | adequately using the   |
| and uses alternative    | Learning, the school's   | effective strategies,           | school's curriculum,   |
| data and resources and  | curriculum, effective  | resources, and data in          | effective strategies,  |
| consistently            | strategies, resources,   | planning to meet the            | resources, and data.   |
| differentiates plans to | and data to meet the   | needs of all students.          |                        |
| meet the needs of all   | needs of all students.   |                                 |                        |
| students.               |  |                                 |                        |

<sup>\*</sup>Teachers who are exemplary often serve as role models and/or teacher leaders.

### **Performance Standard 3: Instructional Delivery**

The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.

| Exemplary*               | <b>Proficient</b> Proficient is the expected level of performance. | Developing/Needs<br>Improvement | Unacceptable           |
|--------------------------|--|---------------------------------|------------------------|
| In addition to meeting   | The teacher  | The teacher                     | The teacher's          |
| the standard, the        | effectively engages  | inconsistently uses             | instruction            |
| teacher optimizes        | students in learning   | instructional strategies        | inadequately addresses |
| students' opportunity to | by using a variety of  | that meet individual            | students' learning     |
| learn by engaging them   | instructional  | learning needs.                 | needs.                 |
| in higher order thinking | strategies in order to   |                                 |                        |
| and/or enhanced          | meet individual  |                                 |                        |
| performance skills.      | learning needs.  |                                 |                        |

<sup>\*</sup>Teachers who are exemplary often serve as role models and/or teacher leaders.

### Performance Standard 4: Assessment of and for Student Learning

The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.

| Exemplary*              | <b>Proficient</b> Proficient is the expected level of performance. | Developing/Needs<br>Improvement | Unacceptable             |
|-------------------------|--|---------------------------------|--------------------------|
| In addition to meeting  | The teacher  | The teacher uses a              | The teacher uses an      |
| the standard, the       | systematically   | limited selection of            | inadequate variety of    |
| teacher uses a variety  | gathers, analyzes, and   | assessment strategies,          | assessment sources,      |
| of informal and formal  | uses all relevant data   | inconsistently links            | assesses infrequently,   |
| assessments based on    | to measure student   | assessment to intended          | does not use baseline or |
| intended learning       | academic progress,   | learning outcomes,              | feedback data to make    |
| outcomes to assess      | guide instructional  | and/or does not use             | instructional decisions  |
| student learning and    | content and delivery   | assessment to                   | and/or does not report   |
| teaches students how to | methods, and provide   | plan/modify                     | on student academic      |
| monitor their own       | timely feedback to   | instruction.                    | progress in a timely     |
| academic progress.      | both students and  |                                 | manner.                  |
|                         | parents throughout   |                                 |                          |
|                         | the school year.   |                                 |                          |

<sup>\*</sup>Teachers who are exemplary often serve as role models and/or teacher leaders.

## **Performance Standard 5: Learning Environment**

The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

| Exemplary*   | Proficient Proficient is the expected level of performance.  | Developing/Needs<br>Improvement  | Unacceptable  |
|--|--|--|---|
| In addition to meeting   | The teacher uses   | The teacher is   | The teacher   |
| the standard, the teacher creates a dynamic learning environment that maximizes learning opportunities and minimizes disruptions within an environment | resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning. | inconsistent in using resources, routines, and procedures and in providing a respectful, positive, safe, student-centered environment. | inadequately addresses<br>student behavior,<br>displays a harmful<br>attitude with students,<br>and/or ignores safety<br>standards. |
| in which students self-<br>monitor behavior.   |  |  |   |

<sup>\*</sup>Teachers who are exemplary often serve as role models and/or teacher leaders.

#### **Performance Standard 6: Professionalism**

The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.

| Exemplary*   | <b>Proficient</b> Proficient is the expected level of performance.   | Developing/Needs<br>Improvement  | Unacceptable   |
|--|--|--|--|
| In addition to meeting   | The teacher maintains  | The teacher  | The teacher  |
| the standard, the teacher continually engages in high level personal/professional growth and application of skills, and contributes to the development of others and the well-being of the school. | a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning. | inconsistently practices<br>or attends professional<br>growth opportunities<br>with occasional<br>application in the<br>classroom. | demonstrates inflexibility, a reluctance and/or disregard toward school policy, and rarely takes advantage of professional growth opportunities. |

<sup>\*</sup>Teachers who are exemplary often serve as role models and/or teacher leaders.

## **Performance Standard 7: Student Academic Progress**

The work of the teacher results in acceptable, measurable, and appropriate student academic progress.

| Exemplary*                | Proficient Proficient is the expected level of performance. | Developing/Needs<br>Improvement | Unacceptable            |
|---------------------------|---|---------------------------------|-------------------------|
| In addition to meeting    | The work of the   | The work of the teacher         | The work of the teacher |
| the standard, the work    | teacher results in  | results in student              | does not achieve        |
| of the teacher results in | acceptable,   | academic progress that          | acceptable student      |
| a high level of student   | measurable, and   | does not meet the               | academic progress.      |
| achievement with all      | appropriate student   | established standard            |                         |
| populations of learners.  | academic progress.  | and/or is not achieved          |                         |
|                           |   | with all populations            |                         |
|                           |   | taught by the teacher.          |                         |

<sup>\*</sup> Teachers who are exemplary often serve as role models and/or teacher leaders.

## TRAINING RATING FORM

| NAME:   |  |  |  |
|---------|--|--|--|
|         |  |  |  |
|         |  |  |  |
| SCHOOL: |  |  |  |

<u>Directions</u>: Please indicate how you would rate each standard using the following scale:

- 1 Unacceptable
- 2 Developing/Needs Improvement
- 3 Proficient
- 4 Exemplary

| STANDARD                                  | Summative Rating |
|---|------------------|
| 1: Professional Knowledge                 |                  |
| 2: Instructional Planning                 |                  |
| 3: Instructional Delivery                 |                  |
| 4: Assessment of and for Student Learning |                  |
| 5: Learning Environment                   |                  |
| 6: Professionalism                        |                  |
| 7: Student Academic Progress              |                  |

PLEASE RETURN THIS FORM TO THE PRESENTER!